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ABSTRACT

This report summarizes a study of the impact of Indiana's Early Literacy Intervention Grant Program (ELIGP) on schools in the third year of funding, 1999-2000. This impact study replicates the study completed in the first 2 years of ELIGP funding (1997-98, 1998-99) and includes the following: an analysis of the impact of ELIGP, focusing on changes in early reading and literacy programs that resulted from ELIGP funding; an analysis of the impact of funding on the numbers of students completing Reading Recovery, or referred to special education, or retained; and a summary of findings and recommendations for enhancement of ongoing efforts to improve early reading and literacy in Indiana. Appendix A contains a list of funded projects, 1998-99; Appendix B contains a list and description of program features by category; and Appendix C contains the early literacy intervention survey. Includes extensive figures and tables. (NKA)

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ED 447 452

Indiana Education Policy Center

INDIANA'S EARLY LITERACY INTERVENTION GRANT PROGRAM

IMPACT STUDY FOR 1999-2000

This report was prepared for the

Indiana Department of Education

By

Genevieve Manset
Edward P. St. John
Ada B. Simmons
Kimberly Worthington
Choong-Geun Chung
Kim Manoil

Indiana Education Policy Center

Indiana University

November 2000

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This project was done in collaboration with teachers, coordinators, policymakers, and researchers throughout the state. Specifically, this collaboration included:

Indiana Department of Education: *Dr. Suellen Reed*, State Superintendent of Public Instruction; *Terry Spradlin*, Legislative and Policy Analyst; *Earlene Holland*, Associate Director, Office of Program Development; *Phyllis Usher*, Assistant Superintendent; *Laura Taylor*, Education Consultant, School Finance; and the Prime Time Division.

Project Advisory Board: *Roger Farr*, Director, Center for Innovation in Assessment, Indiana University (IU); *Beth Greene*, Center for Innovation in Assessment, IU; *Leo Fay*, Professor Emeritus, IU; *Earlene Holland*, Associate Director, Office of Program Development, Indiana Department of Education; *Jack Humphrey*, Director, Middle Grades Reading Network, University of Evansville; *Marie McNelis*, Reading Specialist; MSV Washington Township Schools; and *Carl B. Smith*, Director, ERIC Clearinghouse on Reading, English, and Communication, IU.

Education Faculty and School Personnel: We would like to thank the principals and their representatives for their time and expertise in pilot testing and completing the surveys. We particularly thank the teachers, administrators and staff who participated in the site-visit case studies and observations.

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EXECUTIVE SUMMARY

In 1997, under the leadership of Dr. Suellen Reed, Superintendent of Public Instruction, and with the support of the General Assembly, the Indiana Department of Education began implementing the Early Literacy Intervention Grant Program (ELIGP). ELIGP was designed to assist schools in their efforts to raise the reading proficiency of students most at-risk for reading failure. Close to half of ELIGP funding in the first year supported professional development for teachers and teacher trainers involved in Reading Recovery. The remaining schools had projects referred to in this study as Other Early Literacy Interventions (OELI).[1] This report summarizes a study of the impact of ELIGP on schools in the third year of funding, 1999-00. This impact study replicates the study completed in the first two years of ELIGP funding (1997-98, 1998-99) and includes:

- An analysis of the impact of ELIGP, focusing on changes in early reading and literacy programs that resulted from the ELIGP funding.
- An analysis of the impact of funding on the numbers of students completing Reading Recovery, referred to special education, and retained.
- A summary of findings and recommendations for enhancement of ongoing efforts to improve early reading and literacy in Indiana.

Two case studies that illustrate the role of ELIGP in the school improvement process were also conducted this year, but were included in a separate report (see Manset, G., St. John, E., Jacobs, S., Hodges, D., Manoil, K., Worthington, K., & Gordon, D., Forthcoming).

A.1 Implementation of the ELIGP

Approximately $3.08 million was allocated in 1999-00 through competitive grants to districts or elementary schools. Funds supported early literacy programs in 200 schools across the state.

Approximately 63 percent (126) of the schools funded through ELIGP used their awards to train Reading Recovery teachers. Reading Recovery is an intensive pullout tutorial program targeting students in Grade 1 who are at-risk for reading failure. Students experience a combination of writing and reading activities designed to enhance their basic as well as strategic reading skills. Teachers require extensive training in order to become Reading Recovery teachers.

The remainder of the funds supported other early literacy intervention (OELI) programs in 76 schools. The OELI programs are a combination of well-researched "packaged" programs and locally designed programs that draw on early literacy theory and research. (A list of programs can be found in Appendix A.) Programs vary in their focus. Some target only Kindergarten students (referred to here as OELI-K for instance). Typically the OELI programs target students in Kindergarten through Grade 3 and are more comprehensive than Reading Recovery as they are school-wide. Funds in OELI programs support the furthering of technical expertise through workshops, networking and opportunities to collaborate, additional resources such as support staff and materials, curricular innovation, and educational programs for parents.

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[1] Programs that focus on Kindergarten classrooms alone are referred to as OELI-K.

A.2 Program Costs

A total of $3,080,603 in grants was awarded to schools and corporations in the third year of ELIGP funding (1999-00). Of this total, Purdue University directly received $177,000 for the instruction of Reading Recovery trainers serving in three corporations. An additional $1,197,000 supported Reading Recovery programs in 61 corporations and 126 schools. An estimated 1,823 students received Reading Recovery in 1999-00 through the support of the ELIGP program. The state cost for Reading Recovery was approximately $657 per student. OELI programs were supported in 76 schools with $1,706,603 in ELIGP grants. OELI schools reported that approximately 10,860 students were served through ELIGP grants. The costs for OELI programs funded by ELIGP in 1999-00 were approximately $157 per student. Because much of the funding supports professional development, the costs per student are in actuality much less, since returning teachers will continue to teach additional cohorts of students. Costs are also relatively small in comparison to other common remedial options including grade retention ($4,387[2] per student) and special education services ($1,522-2,577[3] a year for a student identified as having a learning disability).

A.3 Impact of ELIGP Funding

The key findings in this report for the third year of ELIGP funding were consistent with those in Year 1 and Year 2. They can be summarized by the following:

- *Indiana schools overall reported a balanced approach to literacy instruction.* Schools reported activities related to the systematic direct instruction of skills that support reading such as phonics instruction, reading drills, and use of Basal Readers. They also reported activities with a higher-order, more holistic focus such as the use of Trade Books, Creative/Essay Writing, Reading Aloud, and Emergent Spelling. A balanced approach has been linked to literacy gains for early readers (Snow, Burns, & Griffin, 1998).

- *ELIGP programming is associated with an enriched literacy environment.* Schools with ELIGP funded projects appear to differ from Comparison schools in that Funded Schools reported greater frequency spent in activities where students are either reading independently or to a partner. Students were also more likely to be engaged in Creative/Essay Writing and less likely to use workbooks or worksheets. ELIGP funded schools also report a greater increase in frequency of creative/essay writing, emergent spelling and reading drills since the initiation of funding than Comparison schools. Other differences associated with ELIGP schools include using classroom organizational structures other than whole class instruction that foster more individualized and intensive instruction. These include Ability Grouping, Small Groups, Child Initiated Learning Centers, and Cooperative Learning. For Kindergarten classrooms, Funded Schools reported a more frequent use of Creative/Essay Writing and Emergent Spelling, and less frequent use of Reading Drills than Comparison Schools.

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[2] Based on student funding formula. Source: Indiana DOE.

[3] Based on student count divided by state funding, 1994-95. Source: Indiana DOE Division of Special Education.

- *ELIGP funding is associated with an increase in Professional Development and Parent Involvement.* There also appeared to be greater professional development and parent involvement activities in ELIGP than Comparison schools. OELI schools reported a greater frequency of literacy related In-Service Workshops than in Comparison Schools. Both Reading Recovery and OELI schools report a greater use of certified Specialists and the opportunity for networking and collaboration among professionals. In Grades 1-3, OELI schools reported a significantly greater use of book distribution, family literacy instruction, and parent-child paired reading. ELIGP funding has served to support professional development activities related to early literacy as well as the home-school connection.

- *The funding resulted in a substantial increase in the number of students receiving Reading Recovery in the state per school.* The mean number of students receiving at least one lesson per school doubled to 18 students between 1998 and 2000. Approximately 74 percent of those students who completed Reading Recovery did so successfully and were not retained or referred for special education assessment.

- Research has confirmed that Reading Recovery is an effective means of providing remedial reading instruction to students in Grade 1 who are at-risk for reading failure. Those students who do not succeed through Reading Recovery have received a comprehensive intervention, and if referred for special education assessment, are more appropriate candidates than those referred simply through teacher nomination.

- *There are also indications that ELIGP funding has contributed to a drop in retention rates in OELI schools.* For those schools that received ELIGP funding for all three funding years had significantly lower retention rates than Comparison schools in 1998 and 1999. In contrast with past funding years, there was no significant difference between Funded and Comparison schools in referrals for special education assessment.

A.4 Recommendations

These findings were consistent with those of the first year (1998-99)impact study. Therefore, our recommendations are consistent with those made in the first year impact study:

A.4.1 *Continue to identify research-based programs in order to guide schools seeking funding.*

A.4.2 *Expand the facilitation capacities of universities in Indiana to support early reading and literacy interventions.*

A.4.3 *Continue to align selection and award processes for the ELIGP, especially for OELI projects.*

A.4.4 *Encourage elementary schools to review their early reading and literacy programs and to refine their programs.*

A.4.5 *Integrate the emphasis on early reading and literacy improvement into other ongoing reforms.*

A.4.6 *Increase the emphasis on ongoing professional development for elementary teachers, focusing on improvement in early reading and literacy.*

A.4.7 *Continue to conduct an annual survey of ELIGP and Comparison Schools.*

A.4.8 *Encourage more site-based research to build a base of empirical data on program outcomes.*

A.4.9 *Conduct analyses of the effects of ELIGP on ISTEP+ reading achievement, using appropriate methods and controls.*

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Chapter I

INTRODUCTION

1.1 The Early Literacy Intervention Grant Program (ELIGP)

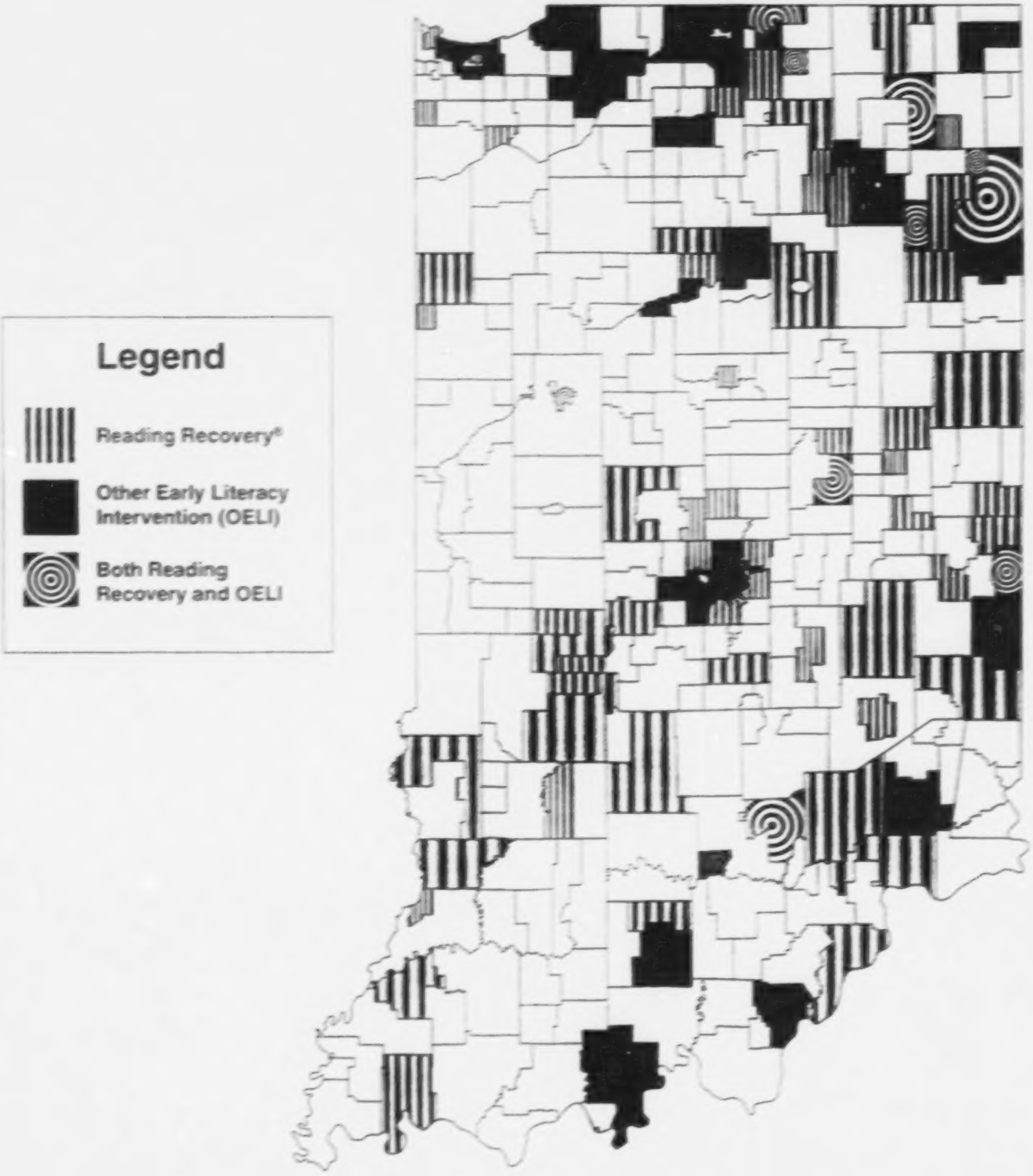
In 1997-98, the Indiana Department of Education implemented the Early Literacy Intervention Grant Program to better meet the state's early literacy challenge. Funding was provided to schools to "develop literacy programs, such as Reading Recovery, to meet the needs of primary students and to ensure that their reading skills are advancing to proficiency level" (Reed, 1996, p. 2). Each year since 1997, ELIGP has provided funds to corporations and schools to support Reading Recovery or other early literacy interventions (OELI) throughout the state (See Figure 1.1). In order to receive funding, schools and corporations are required to submit a grant application outlining their proposed program and justifying their choice based on the quality of the program and its appropriateness relative to the needs of their particular students. A summary of funded programs is provided here (See Appendix A). Programs are described extensively in the study's implementation report (St. John et al., 1998).

Reading Recovery makes up a substantial portion of the ELIGP (See Table 1.1). Reading Recovery is an intensive pullout, tutorial program targeting students in the lowest 20 percent of Grade 1 who are at-risk for reading failure. Students experience a combination of writing and reading activities designed to enhance their basic as well as strategic literacy skills. Extensive training is required in order to become a Reading Recovery teacher. Purdue University provides the training for Indiana teachers.

The OELI programs are a combination of well-researched "packaged" programs, such as Success For All, and locally designed programs that draw on early literacy theory and research. Programs vary in their focus—some target only Kindergarten students (referred to here as OELI-K), for instance. Typically the OELI programs focus on Kindergarten through Grade 3 and are more comprehensive than Reading Recovery in the respect that they are classroom- or school-wide. Funds in OELI programs support the furthering of technical expertise through workshops, networking and opportunities to collaborate, as well as additional resources such as support staff and materials, curricular innovation, and educational programs for parents.

Figure 1.1

Indiana School Corporations with Funded Early Literacy Interventions 1999-00


Legend
Reading Recovery®
Other Early Literacy Intervention (OELI)
Both Reading Recovery and OELI

A total of $3,080,603 in grants was awarded to schools and corporations in the third year of ELIGP funding, 1999-00 (See Table 1.1). An additional $177,000 was awarded directly to Purdue University for the funding of Reading Recovery trainers who will serve in three school corporations. Approximately $1.2 million supported Reading Recovery programs in 61 corporations and 126 schools. An estimated 1,823 students received Reading Recovery in 1999-00 through the support of the ELIGP program. The state costs for Reading Recovery were approximately $657 per student. Other early literacy interventions (OELI) were supported in 76 schools in 38 corporations with $1,706,603 in ELIGP grants. Whereas Reading Recovery programs target the lowest achieving 20% of students in Grade 1, OELI programs were typically more comprehensive and targeted whole classrooms or schools. OELI schools reported that approximately 10,860 students were served through ELIGP grants. The 1999-00 costs for OELI programs funded by ELIGP were approximately $157 per student. The state costs of both Reading Recovery and OELI programs are considerably less than other common remedial options, such as grade retention and special education services. Each student retained in early primary grades cost the state and districts $4,387[4] in 1999-00. The average state cost for serving students identified as having a learning disability range from $1,522-$2,577[5] a year. Once students are identified as having a learning disability, they will most likely receive these services every year until they graduate.

As a part of this study, schools receiving ELIGP funding were contrasted with those that did not receive funding, referred to as Comparison Schools. Two hundred or more public elementary schools in the state were funded in each of the three years of the project, representing approximately one of every five schools (See Table 1.2). In each year of the project, approximately half of the public elementary schools in the state were surveyed.

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[4] Based on student funding formula. Source: Indiana DOE.

[5] Based on student count divided by state funding, 1994-95. Source: Indiana DOE Division of Special Education.

Table 1.1 Grant Amounts and Number of Projects, 2000[1]

PROGRAM TYPE	AMOUNT STATE $	CORPORATIONS WITH	SCHOOLS WITH	ESTIMATED STUDENTS
Reading Recovery Trainers[2]	$177,000	3	*N/A*	*N/A*
Reading Recovery	$1,197,000	61	126	1,823[3]
Other (includes LC and FDK[5])	$1,706,603	38	74	10,860[4]
Totals	$3,080,603	90[6]	200	12,683

Notes:

[1] Numbers are based on October 2000 updates received from Indiana Department of Education.

[2] The $177,000 for the training of three new Reading Recovery trainers (teacher leaders) was allocated directly to Purdue University, rather than to the school corporations.

[3] This estimate is calculated as follows: (1) The 89 schools that returned the survey reported 1,529 Reading Recovery students served. These schools had 122 Reading Recovery teachers funded by the ELIGP. Additional Reading Recovery teachers funded from other sources may also exist in some of these schools. (b) For the 37 Funded Schools that did not return the survey, the number of Reading Recovery teachers in training (49) was multiplied by 6 students per teachers, yielding an estimate of 294 students. The number of students reported on the survey (1,529) and the number estimated (294) were summed for the total estimate (1,823) of Reading Recovery students served. This method of calculating the number of students served differs from that used in the 1998-99 report, but is consistent with the method used in 1997/98.

[4] The estimated number of students (10,860) was calculated by summing data from two sources: 1) estimated number of students served as reported on returned surveys, and for Funded Schools that did not return surveys 2) estimated number of students to be served as reported on grant applications. This method of calculating the number of students served differs that that used in the 1998-99 report, but is consistent with the method used in 1997/98.

[5] Includes interventions other than Reading Recovery, including FDK = Full-Day Kindergarten, LC = Literacy Collaborative and other early literacy interventions.

[6] In 1999/00, 200 different schools representing 90 different corporations were funded by ELIGP. In this calculation, schools or corporations with more than one funded project were counted only once.

Source: Early Literacy Intervention Grant Program Application and Survey, 1999. See Appendix B.

Table 1.2 Funded and Comparison Schools as a Percentage of Public Elementary Schools in the State, 1997-2000

	Year	Funded	Comparison	Funded + Comparison
Counts	1997-98	264	351	615
	1998-99	274	359	633
	1999-00	200	373	581
Percent of public elementary schools	1997-98	23.38	31.09	54.47
	1998-99	24.27	31.80	56.07
	1999-00	17.71	33.04	50.75

Note:

[1] Earlier versions of this table reflected the original lists of Funded Schools. This table reflects updates to the lists of Funded Schools as of October 2000, and consequently will not agree with earlier versions.

[2] The percentage of public elementary schools is the quotient of the number of funded schools and the total number of public elementary schools (1129) that were operating in 1999-2000.

ELIGP was designed to support schools in their efforts to accelerate the literacy development of students, particularly those at-risk for reading failure. A closer look at the differences in characteristics of Funded and Comparison Schools can be helpful in assessing whether ELIGP funds were directed at schools with the neediest students. In addition, any pre-existing differences must be recognized for correct interpretation of any subsequent differences in outcome measures between Funded and Comparison Schools. A powerful predictor of reading scores specifically and achievement in general is the rate of poverty in a school. Schools with a higher percentage of students from low-income backgrounds will typically have lower overall reading scores. As a group, Funded Schools and Comparison Schools differed in the percent of students receiving free lunch, a common poverty indicator used when examining Indiana schools (See Table 1.3). While both OELI and OELI-K schools were similar to Comparison Schools in the rate of students receiving free lunch, Reading Recovery schools on average had a significantly higher percentage of students receiving free lunch in their schools. Schools with a higher percentage of poverty, therefore, were receiving funding for Reading Recovery. This suggests that the ELIGP was meeting its goal of providing support to those students most at-risk for reading failure. Furthermore, any analysis of outcome data should take into consideration that Reading Recovery schools have students who, because of their background, will enter school less prepared to learn to read. This is compounded by the fact that large proportions of students who are at-risk in a school can tax the resources of literacy programs.

Reading Recovery schools were also significantly different than Comparison Schools in ISTEP+ scores. Reading Recovery schools receiving funding in 1999-00 had students scoring significantly lower than Comparison Schools on the Language Arts Normal Curve Equivalent (NCE) score. Thus Funded Schools demonstrated a greater need for improvement in literacy skills prior to the receipt of ELIGP funding.

Table 1.3 Percent of Students in School Receiving Free Lunch and Pre-funding ISTEP+ Scores by Program Type, 1999-00 Survey Recipients

	Percent of Students Receiving Free Lunch, 1999	ISTEP+ Language Arts Normal Curve Equivalent Score, 1999
Reading Recovery		
Number	140	140
Means	39.08**	59.5*
Standard Deviation	24.50	7.74
OELI		
Number	59	59
Means	30.66	59.4
Standard Deviation	20.26	8.52
OELI-K		
Number	6	6
Means	24.20	62.5
Standard Deviation	10.10	7.79
Comparison		
Number	363	363
Means	27.49	61.3
Standard Deviation	21.14	7.35

* Significantly different than Comparison Schools at $p < .05$.
** Significantly different than Comparison Schools at $p < .001$.

1.2 Conceptual Framework

For this study, an analytic framework for assessing the impact of ELIGP funding on project schools was developed after an extensive review of literacy programs (See Figure 1.2). This framework provides a meta-structure for assessing the linkages between the specific features of literacy interventions and specific literacy outcomes, as well as evaluating funding impact on program features and outcomes.

1.2.1 Literacy Outcomes

Four specific outcomes (emergent literacy, decoding, comprehension, and critical literacy) have been linked to program features of commonly used literacy interventions. Emergent Literacy (or Reading Readiness) includes both the linguistic knowledge (e.g. grammar, oral comprehension, phonological awareness) and conceptual knowledge (e.g. symbols and representation, concepts about print) that are central to reading. Decoding is divided into two distinct types, defined here as Decoding A and Decoding B. Decoding A focuses on the phonological aspects of language—rhyme, alliteration, phonemic sequences, and so forth—as techniques for decoding written language. Decoding B originated in the whole language paradigm. It includes the essential components embedded in Decoding A, but emphasizes meanings associated with language. Decoding B links more directly with comprehension. Basic Comprehension refers to deriving meaning from the text. In the direct instruction model of literacy, comprehension is seen as separate from decoding, while in more holistic paradigms, the development of comprehension and decoding skills are integrated. Finally, Critical Literacy refers to the ability to place self in relation to the text, to see the text as a communication, which allows for and even requires some kind of interpretive response to its content.

1.2.2 Program Features

Program Features are the specific components of literacy interventions that are thought to influence literacy outcomes. In this study, the impact of ELIGP funding is analyzed in terms of effects on indicators of literacy gains, such as grade retention and special education referrals, and on program features. A full list of program features is provided in Appendix B. Categories are described briefly here.

- *Structural/Organizational*: The structure and organization of programs define how an intervention is delivered to a student. This structure can be defined by classroom grouping such as Ability Grouping or the use of certain curricular materials, such as Basal Readers. The structure/organization of a program can make a difference in terms of the intensity of student engagement and the ability to adapt interventions to individual student needs.
- *Theoretical/Philosophical*: Most literacy interventions are based on a philosophy, or paradigm, of reading interventions. Usually this involves phonological, whole language, or developmental approaches. In this study the philosophical approaches are defined as continuums of program features. Rather than approach this question from an oversimplified whole language versus Phonics dichotomy, continuums were created contrasting key features of holistic and reductionist or skills-based approaches. These continuums contrast: a) Student-Directed and Teacher-Directed Instruction; b) a Prescribed Systematic and Child Centered/Developmental curriculum; c) Code/Phoneme-Emphasized and Meaning/Comprehension

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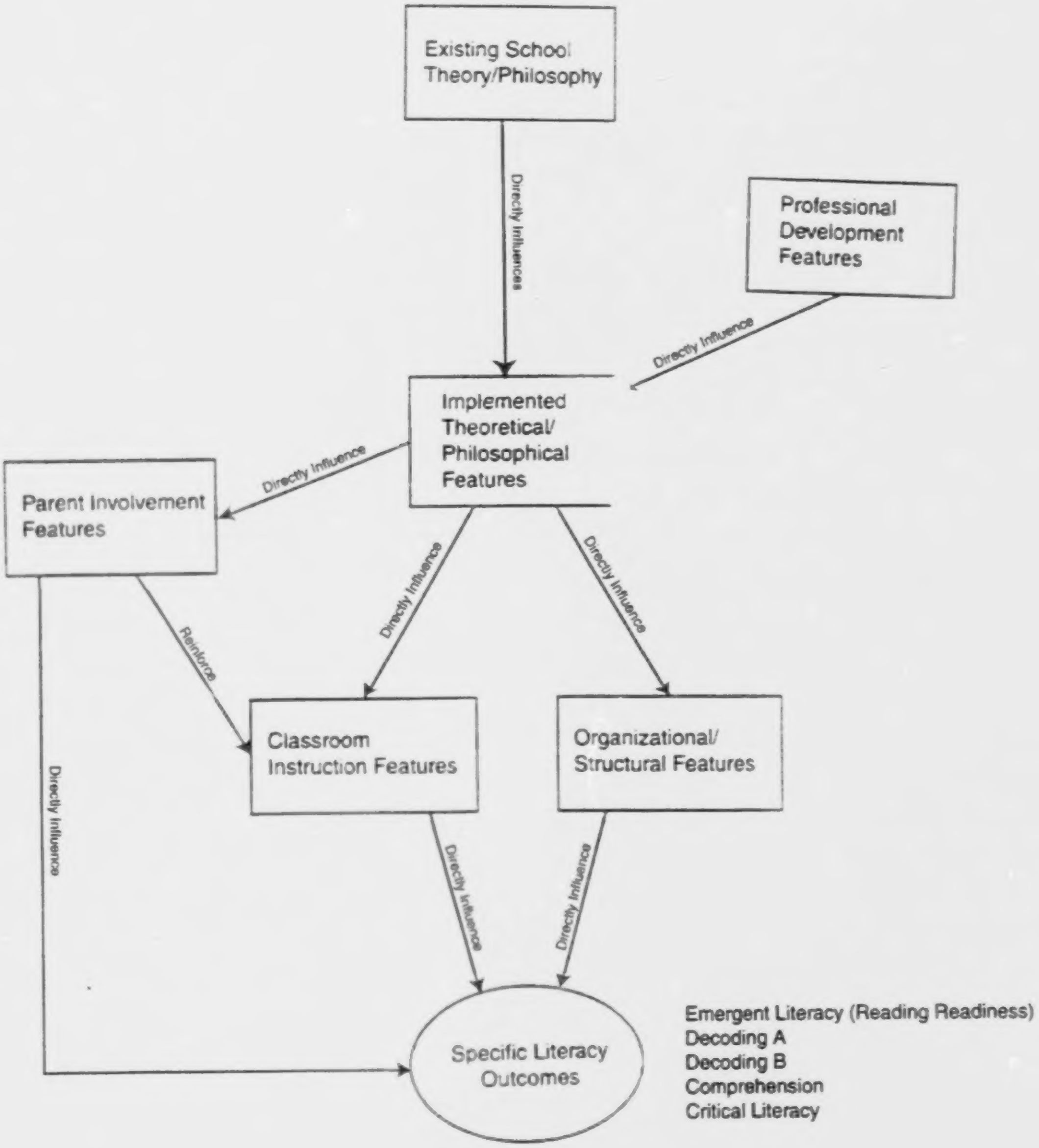
Figure 1.2
Framework for Assessing
Early Literacy Interventions


Existing School Theory/Philosophy
Directly Influences
Professional Development Features
Directly Influence
Implemented Theoretical/ Philosophical Features
Directly Influence
Parent Involvement Features
Directly Influence
Directly Influence
Reinforce
Classroom Instruction Features
Organizational/ Structural Features
Directly Influence
Directly Influence
Directly Influence
Specific Literacy Outcomes
Emergent Literacy (Reading Readiness)
Decoding A
Decoding B
Comprehension
Critical Literacy

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Emphasized; and d) Code/Phoneme Taught Within Context and Code/Phoneme Taught Outside of Context.

- *Classroom Instruction*: Instructional methods are the specific approaches used to facilitate learning (e.g. Independent Reading, Creative/Essay Writing, Phonics instruction and so forth). These have the greatest direct effect on literacy development.
- *Professional Development*: Professional development refers to opportunities to enhance teacher expertise through certification, workshops, and opportunity to network and collaborate. Because of the costs associated with these features, they are very directly affected by additional funding, such as through the ELIGP.
- *Parent Involvement*: Some early literacy programs include a parent component. This allows for literacy instruction to extend beyond the school day into the home. Parents may be given training in effective ways in which to read to their children, or provided opportunities to volunteer in the classroom so they can witness literacy instruction. There are also efforts in many programs to strengthen home-school communication through parent and teacher conferences.

1.3 Study Approach

The study approach used in the third year to examine the impact of ELIGP is similar to that used for the first and second year study[6] (Manset et al., 1999; 2000). Given the complexity of ELIGP with its many program types and levels of funding in hundreds of schools, tracking students who received services and/or experimental studies with control and treatment schools would be costly and would take several years to conduct. Instead, the project staff conducted a survey of Funded and non-funded, Comparison Schools and supplemented these data with IDOE databases. The impact of funding was assessed on schools, rather than students, as the unit of analysis. Findings are analyzed using descriptive statistics and independent sample t-tests to determine statistically significant differences between program types.

The Early Literacy Intervention Survey (Appendix C) was developed by the Indiana Education Policy Center to assess the effects of ELIGP funding on both early literacy outcomes and on program features. Using a new conceptual framework for assessing early literacy interventions (St. John et al., 1998), the project team developed a comprehensive assessment instrument. The features in a range of early literacy interventions were identified, based on a detailed reading of the literature (See Appendix B). Then, the features were integrated into a survey instrument (Appendix C). The ELIGP Advisory Committee provided feedback on drafts of the survey as it was developed. Committee members met at the Policy Center to discuss the final draft of the survey. Elementary principals then piloted the survey. Principals provided verbal and written comments that were incorporated into the final draft of the survey.

The survey was converted to a Scantron form in order to simplify data entry. Each year of the study, surveys were administered to both Funded Schools and a representative sample of Comparison Schools. For the third year of data collection, surveys were mailed to 186 Funded and 373 Comparison Schools.[7] After two weeks, participants were mailed a postcard reminding them to respond. After three weeks, a second survey was mailed to non-respondents. They also received a reminder phone call. One hundred and forty seven Funded Schools (79 percent) and 133 Comparison Schools (35.6 percent) responded for an overall total of 280 schools (50.1 percent). Schools were categorized as either Reading Recovery, Other Early Literacy Intervention (OELI), Other Early Literacy Interventions targeting only Kindergarten (OELI-K), Full Day Kindergarten (FDK), or non-funded, Comparison Schools. The relatively few schools that had both Reading Recovery and OELI programs were categorized under both OELI and RR.

1.4 Organization of the Report

This report has four chapters addressing the impact of ELIGP on literacy outcomes and program features in Funded Schools. This chapter introduced the study within the context of the literacy challenge in Indiana, and provided a theoretical framework for the study. In Chapter II, program features in Funded and Comparison Schools are described and compared. Relative changes in these features are seen as

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[6] Two case studies of ELIGP schools were also conducted this year. They can be found in a report of containing all case studies to date (Manset, G. , St. John, E. , Jacobs, S., Hodges, D., Manoil, K., Worthington, K., & Gordon, D. , 2000).

[7] At the time the sample was drawn, the universe of funded schools reported to the Indiana Education Policy Center was 186. We surveyed all schools in the known universe of funded schools. Subsequent to this survey, the list of funded schools was updated (See Table 1.1).

indicators of the impact of ELIGP funding. The focus of Chapter III is literacy outcomes; specifically, grade retention and referrals for special education assessment serve as indicators of the impact of ELIGP funding. Finally, in Chapter IV, findings are summarized, and recommendations are made for further program development and evaluation.

Chapter II

PROGRAM FEATURES IN FUNDED SCHOOLS

The Early Literacy Intervention Grant Program provided funding to schools to develop early literacy programs that would address the needs of their students at-risk for reading failure. Schools could use the funding to add to their existing programs by providing specialized training for their teachers (as in Reading Recovery), purchase materials, support release time for teachers to network and collaborate, or bring resources such as extra staff to the classroom. These literacy programs influence early reading and related outcomes by changing the instructional environment. That is, they provide the added expertise in literacy instruction and the means or resources to effectively deliver that instruction to students. One means of assessing ELIGP impact is to examine changes in program features. In order to this, the Indiana Education Policy Center developed and administered a survey assessing changes in specific features of schools' early literacy programs. Five types of program features commonly identified as central to the funded interventions were examined. These include:

- Structural/organizational features (e.g. Ability Grouping, Cooperative Learning)
- Classroom instructional features and practices (e.g. Big Books, Phonics instruction)
- Implemented philosophy of the early literacy program (e.g. developmental, phonological awareness)
- Professional development (e.g. In-Service Workshops, Certified Specialists)
- Parent involvement (e.g. Family Literacy, Book Distribution)

Because the projects funded by ELIGP exist within the broader context of elementary programs, participants were asked to describe practices in their early literacy programs as a whole, not just within the grant program. Schools receiving ELIGP funding in the third grant year, 1999-2000, were included in this analysis. Participants were asked to indicate on a closed, likert-type scale, the frequency with which they included specified program features in their classroom. Two questions were the focus of this analysis:

- Were the structural/organizational features, classroom instructional practices, implemented philosophy, professional development, and parent involvement similar for Funded and Comparison Schools?
- Were there changes across time in the structural/organizational features, instructional practices, implemented philosophy, professional development, and parent involvement in the Funded Schools?

To address these questions, the basic features of the instructional programs in both Funded and Comparison Schools are examined first. Changes in organizational/structural features, instructional practices, and other features are then systematically described in Reading Recovery, OELI, and Comparison Schools. Both research questions are discussed in the conclusion.

2.1 Comparison of Program Features in Funded and Comparison Schools

Each participating school representative was asked to indicate the frequency of use of the features in their programs, using a likert-type scale ranging from never (1) to everyday (5) (See the survey instrument in Appendix C). Features are categorized and described according to instructional features, organizational/structural features, program philosophy, professional development, and parent involvement. Features are also reported separately for Grades 1-3 and Kindergarten.

2.1.1 Instructional Practices in Funded and Comparison Schools

The Instructional Practices identified in this study were drawn from the Policy Center's research on early literacy programs. Schools reported between an "occasional" to "often" use of Reading Drills and Basal Readers and between an "often" to "every day" use of Phonics Instruction. These activities represent systematic literacy activities that often focus on word or sentence parts as opposed to whole text or authentic writing. Schools also report using Trade Books, Creative/Essay Writing, Reading Aloud and Emergent Spelling on an "often" to "every day" basis. These activities represent the higher order holistic aspects of literacy instruction closely related to comprehension and writing skills. As in the first and second year of ELIGP, there is little indication, at least from their self-reports, that schools emphasize holistic over systematic literacy instruction. They employ practices associated with both higher-order, holistic literacy skills such as comprehension and Creative/Essay Writing, as well as lower-order, enabling skills such as word attack and spelling. In combination, they illustrate a balanced approach to literacy instruction. While there is no definitive agreement as to the time spent in each activity as a part of a balanced approach, these practices represent instructional approaches that have been found to contribute to some aspect of literacy gains for at least some students at-risk for reading failure. As can be seen by the data, participants reported that they are currently all used, at least occasionally if not everyday, in Indiana schools (See Table 2.1).

The reported frequency of use of instructional features differed significantly in 2000 between Comparison and Reading Recovery and OELI schools. Participants reported that Creative/Essay Writing is used more frequently in OELI and RR schools than in Comparison Schools. Opportunities to write at an early age are naturally associated with an increase in writing skills, as well as a better understanding of text in word structure, which in turn will result in improvement in reading skills. Participants also reported that Paired Reading is used more frequently in OELI and RR schools than in Comparison Schools. OELI schools reported that they are more likely to engage in Cooperative Learning and Emergent Spelling strategies and are more likely to have teachers read aloud to their students (Reading Aloud), immersing the children in complete, whole versions of text at a young age. OELI schools also reported that they are less likely to use Worksheets/Workbooks. Worksheets/Workbooks provide structured literacy activities that often focus on lower-order, enabling skills like spelling, grammar and phonics in a pencil/paper format. The structure of worksheets/books can provide a systematic format for literacy instruction. However, this format is limited by its lack of adaptability for individual students; its focus on skills developed out of context and a redundancy can lead to a lack of motivation. A great deal of training is not required to use worksheets, so it is not surprising they may not be included as a part of the innovations associated with the ELIGP programs.

Table 2.1 Instructional Features in Funded and Comparison Schools: Activities (Grades 1-3), 2000

		COMPARISON	Reading Recovery	OELI
Basal Reader	Number	120	77	44
	Mean	3.87	4.12	3.71
	Standard Deviation	1.03	1.04	0.86
Big Books	Number	124	78	45
	Mean	2.95	2.91	3.04
	Standard Deviation	0.69	0.81	0.66
Cooperative Learning	Number	127	79	45
	Mean	3.81	3.76	4.07*
	Standard Deviation	0.79	0.78	0.75
Creative/Essay Writing	Number	127	78	45
	Mean	4.08	4.28*	4.47***
	Standard Deviation	0.67	0.57	0.53
Drama	Number	126	75	45
	Mean	2.65	2.80	2.54
	Standard Deviation	0.63	0.61	0.61
Emergent Spelling	Number	123	78	45
	Mean	4.10	4.32	4.44*
	Standard Deviation	0.76	0.73	0.82
Paired Reading	Number	125	75	45
	Mean	3.77	3.95*	4.10*
	Standard Deviation	0.62	0.57	0.55
Phonics	Number	122	79	45
	Mean	4.30	4.41	4.42
	Standard Deviation	0.63	0.69	0.60
Reading Aloud	Number	123	76	44
	Mean	4.72	4.79	4.88*
	Standard Deviation	0.48	0.44	0.28
Reading Drills	Number	125	77	45
	Mean	4.06	3.95	3.76
	Standard Deviation	0.94	1.16	1.10
Systematic Formative Evaluation	Number	123	79	44
	Mean	3.79	3.77	3.85
	Standard Deviation	0.65	0.63	0.54
Trade Books	Number	123	79	43
	Mean	4.14	4.07	4.33
	Standard Deviation	0.79	0.90	0.73
Worksheets/Workbooks	Number	125	78	46
	Mean	3.74	3.79	3.17**
	Standard Deviation	1.01	0.93	0.89

Scale
1= Never
3 = Occasionally
5 = Everyday

* Significantly different than Comparison Schools at $p < .05$.
** Significantly different than Comparison Schools at $p < .01$
*** Significantly different than Comparison Schools at $p < .001$

Instructional Features for Kindergarten programs likewise differed significantly for Funded and Comparison Schools, with a greater reported frequency of Creative/Essay Writing and Emergent Spelling in OELI schools (See Table 2.2). Of the Kindergarten-only programs, FDK reported similar use of instructional features as kindergarten programs in OELI, RR, and Comparison Schools. Results for OELI-K programs were not reported due to a low return rate.

2.1.2 Organizational/Structural Features in Funded and Comparison Schools

The organizational/structural features defined in this study refer not so much to the content of instruction, but to the context in which that instruction is delivered and the structure of that delivery. In Grades 1-3, Funded and Comparison Schools reported a similar use of instructional features except for a greater reported use of Independent Reading in OELI Schools (See Table 2.3).

In Kindergarten, participants reported a similar use of all organizational features. (See Table 2.4). Data for OELI-K schools are not reported due to a low number of OELI-K schools in this sample.

2.1.3 Implemented Philosophy

Participants were also asked to describe the implemented philosophies in their early literacy programs. Rather than approach this question from an oversimplified whole language versus phonics comparison, continuums were created, contrasting key features of holistic and reductionist or skills-based approaches. These contrasts include: a) Student-Directed versus Teacher Directed Instruction; b) a Prescribed Systematic versus Child Centered/Developmental Curriculum; c) Code/Phoneme Emphasized versus Meaning/Comprehension; and d) Code/Phoneme Taught Within versus Outside of Context. For Grades 1-3 there was a significant difference between RR and Comparison Schools, with RR schools placing more emphasis upon Meaning Comprehension Instruction as well as reporting a greater instance of teaching Code/Phoneme Within Context. Similarly, OELI schools reported a significantly higher instance of teaching Code/Phoneme Within Context than did Comparison Schools (See Table 2.5). However, on average, there was reportedly a balance between the approaches in all schools, with relatively more emphasis towards Teacher-Directed Instruction, a Child-Centered

Curriculum, Meaning Comprehension Instruction, and Code/Phonemes Taught Within (as opposed to Outside) Context.

Table 2.2 Instructional Features in Funded and Comparison Schools: Activities (Kindergarten), 2000

		COMPARISON	Reading Recovery	OELI	FDK
Basal Reader	Number	116	81	44	4
	Mean	2.34	2.46	1.91	2.50
	Standard Deviation	1.48	1.48	1.38	1.29
Big Books	Number	125	89	47	4
	Mean	4.14	4.22	4.09	4.00
	Standard Deviation	0.70	0.64	0.69	0.00
Cooperative Learning	Number	124	88	46	4
	Mean	3.80	3.73	3.80	3.50
	Standard Deviation	1.03	1.08	1.11	0.58
Creative/Essay Writing	Number	124	87	47	4
	Mean	3.50	3.68	4.00**	3.75
	Standard Deviation	0.98	1.05	0.88	0.96
Drama	Number	123	85	47	4
	Mean	2.64	2.88	2.87	2.25
	Standard Deviation	0.92	0.86	0.90	0.50
Emergent Spelling	Number	122	88	47	4
	Mean	4.11	4.26	4.40*	4.00
	Standard Deviation	0.87	0.81	0.80	0.82
Paired Reading	Number	123	86	46	4
	Mean	3.24	3.38	3.50	3.25
	Standard Deviation	1.06	0.90	1.15	0.96
Phonics	Number	121	88	47	4
	Mean	4.61	4.60	4.51	4.50
	Standard Deviation	0.75	0.70	0.86	1.00
Reading Aloud	Number	124	87	47	4
	Mean	4.81	4.72	4.87	5.00***
	Standard Deviation	0.45	0.68	0.54	0.00
Reading Drills	Number	122	86	47	4
	Mean	3.69	3.57	3.19*	2.75
	Standard Deviation	1.19	1.35	1.38	0.96
Systematic Formative Evaluation	Number	120	83	47	4
	Mean	3.68	3.66	3.66	3.50
	Standard Deviation	0.85	0.85	0.96	0.58
Trade Books	Number	120	86	47	4
	Mean	4.08	3.87	4.17	3.75
	Standard Deviation	0.98	1.20	1.20	0.50
Worksheets/Workbook	Number	124	87	47	4
	Mean	2.97	3.11	2.66	2.50
	Standard Deviation	1.23	1.27	1.09	0.58

Scale
1 = Never
3 = Occasionally
5 = Everyday

* Significantly different than Comparison Schools at p <.05.
** Significantly different than Comparison Schools at p <.01.
*** Significantly different than Comparison Schools at p <.001.

Table 2.3 Organizational Features in Funded and Comparison Schools (Grades 1-3), 2000

	COMPARISON	Reading Recovery	OELI
Ability Grouping			
Number	118	75	45
Mean	2.86	3.05	3.24
Standard Deviation	1.28	1.20	1.31
Child Initiated Learning Center			
Number	121	78	44
Mean	3.32	3.48	3.26
Standard Deviation	0.96	1.06	0.94
Independent Reading			
Number	125	79	44
Mean	4.59	4.65	4.81**
Standard Deviation	0.56	0.49	0.38
One-One Tutor			
Number	121	78	42
Mean	3.83	3.79	4.05
Standard Deviation	0.86	0.79	0.70
Pullout Instruction			
Number	119	77	42
Mean	3.42	3.64	3.68
Standard Deviation	1.28	1.10	1.16
Small Group			
Number	123	80	42
Mean	4.41	4.44	4.48
Standard Deviation	0.63	0.69	0.55

Scale **1 = Never**
3 = Occasionally
5 = Everyday

** Significantly different than Comparison Schools at p<.01.

Table 2.4 Organizational Features in Funded and Comparison Schools (Kindergarten), 2000

	COMPARISON	Reading Recovery	OELI	FDK
Ability Grouping				
Number	116	85	46	4
Mean	2.31	2.58	2.74	2.25
Standard Deviation	1.20	1.20	1.56	1.26
Child Initiated Learning Center				
Number	118	86	47	4
Mean	4.01	4.22	4.13	4.50
Standard Deviation	1.09	0.96	0.92	0.58
Independent Reading				
Number	120	86	46	4
Mean	3.96	4.01	4.02	3.75
Standard Deviation	1.05	1.06	1.09	1.26
One-One Tutor				
Number	119	85	46	4
Mean	3.77	3.69	3.65	3.75
Standard Deviation	1.02	1.00	1.16	0.96
Pullout Instruction				
Number	115	86	46	4
Mean	2.60	2.65	2.70	2.00
Standard Deviation	1.46	1.41	1.41	0.82
Small Group				
Number	121	89	46	4
Mean	4.34	4.34	4.48	4.00***
Standard Deviation	0.83	0.81	0.96	0.00

Scale **1 = Never**
3 = Occasionally
5 = Everyday

*** Significantly different than Comparison Schools at p< .001.

The philosophy for Kindergarten programs was similar to that of Grades 1-3, with all schools placing relatively more emphasis toward Teacher Directed Instruction, a Child-Centered Curriculum, and Code/Phonemes Taught Within Context. OELI schools tended to be more Student-Directed, have a more Child Centered/Developmental Curriculum, and teach Code/Phoneme Within Context more often than Comparison Schools (See Table 2.6). Data for OELI-K schools was not reported due to the small number of OELI-K schools in this sample.

Table 2.5 Means for Implemented Philosophy in Early Literacy Programs (Grades 1-3), 2000

		COMPARISON	Reading Recovery	OELI
Teacher Directed (1) **Student Directed (5)**				
	Number	130	86	45
	Mean	2.16	2.33	2.41
	Standard Deviation	0.80	0.88	0.81
Child Centered/Developmental (1) **Prescribed/Systematic Instruction (5)**				
	Number	130	84	44
	Mean	2.81	2.76	2.56
	Standard Deviation	1.02	0.98	0.95
Code/Phoneme Emphasized (1) **Meaning Comprehension Emphasized (5)**				
	Number	130	84	45
	Mean	3.13	3.39*	3.34
	Standard Deviation	0.73	0.75	0.78
Code/Phoneme Taught Outside Context(1) **Code/Phoneme Taught Within Context (5)**				
	Number	130	84	45
	Mean	3.43	3.70*	3.96**
	Standard Deviation	0.91	0.89	0.87

Scale: 1= Low Emphasis
5= High Emphasis

* Significantly different than Comparison Schools at $p<.05$.
** Significantly different than Comparison Schools at $p<.01$.

2.1.4 Professional Development

Funding through the ELIGP program was designed in part to support schools in bringing more expertise to their schools in the form of professional development. Funded schools report a significantly greater amount of professional development occurring for teachers in Grades 1-3 than in Comparison Schools (See Table 2.7). OELI schools reported a greater frequency of literacy related In-Service Workshops and than in Comparison Schools. Both Reading Recovery and OELI schools report a greater use of Certified Specialists and the opportunity for Networking and Collaboration among professionals.

Table 2.6 Means for Implemented Philosophy in Early Literacy Programs (Kindergarten), 2000

		COMPARISON	Reading Recovery	OELI	FDK
Teacher Directed (1) **Student Directed (5)**					
	Number	128	91	46	4
	Mean	1.83	2.08	2.30**	2.00
	Std. Deviation	0.86	0.93	0.96	0.82
Child Centered/ Developmental (1) **Prescribed/Systematic Instruction (5)**					
	Number	128	91	45	4
	Mean	2.54	2.56	2.04**	2.25
	Std. Deviation	1.16	1.21	1.02	0.96
Code/Phoneme Emphasized (1) **Meaning Comprehension Emphasized (5)**					
	Number	128	91	45	4
	Mean	2.71	2.95	2.96	3.00
	Std. Deviation	0.96	1.13	1.22	0.82
Code/Phoneme Taught Outside Context (1) **Code/Phoneme Taught Within Context (5)**					
	Number	128	91	46	4
	Mean	3.12	3.37	3.89***	3.50
	Standard Deviation	1.17	1.26	1.08	1.00

Scale:
1= Low Emphasis
5= High Emphasis

** Significantly different than Comparison Schools at p<.01.
*** Significantly different than Comparison Schools at p<.001.

Table 2.7 Percent of Schools Including the Following Professional Development Features as a Component of their Early Literacy Programs (Grades 1-3), 2000

		COMPARISON	Reading Recovery	OELI
Certified Training	Number	45	43	18
	% of Program Type	33.6	45.7	38.3
Certified Specialist	Number	43	45	29
	% of Program Type	32.1	47.9*	61.7***
In-Service Workshops	Number	98	74	43
	% of Program Type	73.1	78.7	91.5**
Networking	Number	84	81	37
	% of Program Type	62.7	86.2***	78.7*
Collaboration	Number	92	82	45
	% of Program Type	68.7	87.2**	95.7***

* Significantly different than Comparison Schools at p<.05.
** Significantly different than Comparison Schools at p<.01.
*** Significantly different than Comparison Schools at p<.001.

Differences were also found among Kindergarten programs. OELI schools report a greater amount of In-Service Workshops, greater use of Certified Specialists, and greater opportunities for Collaboration and Networking among professionals. Though FDK schools report strong support for the use of In-Service Workshops, it is difficult to draw conclusions due to the relatively small number of cases (See Table 2.8).

Table 2.8 Percent of Schools Including the Following Professional Development Features As a Component of their Early Literacy Programs (Kindergarten), 2000

		COMPARISON	Reading Recovery	OELI	FDK
Certified Training					
	Number	28	10	11	1
	% of Program Type	20.9	10.6*	23.4	25
Certified Specialist					
	Number	31	23	23	2
	% of Program Type	23.1	24.5	48.9**	50
In-Service Workshops					
	Number	87	59	39	4
	% of Program Type	64.9	62.8	83*	100**
Networking					
	Number	72	51	34	2
	% of Program Type	53.7	54.3	72.3*	50
Collaboration					
	Number	82	69	41	3
	% of Program Type	61.2	73.4	87.2**	75

* Significantly different than Comparison Schools at p<.05.
** Significantly different than Comparison Schools at p<.01.
*** Significantly different than Comparison Schools at p<.001.

2.1.5 Parent Involvement

Many of the projects funded by the ELIGP included features that encourage more parent involvement in schools. In Grades 1-3, OELI schools reported a significantly greater use of Book Distribution, Family Literacy Instruction, and Paired Reading (Parent/Child) (See Table 2.9).

In Kindergarten programs, OELI and Reading Recovery programs reported a greater use of Family Literacy Instruction and Book Distribution (See Table 2.10). The FDK program respondents reported strong use of Parent/Teacher Conferences and Parent Volunteers. Data from OELI-K schools were not used due to a low return rate.

Table 2.9 Percent of Schools Including the Following Parent Involvement Features as a Component of their Early Literacy Programs (Grades 1-3), 2000

		COMPARISON	Reading Recovery	OELI
Book Distribution				
	Number	62	55	30
	% of Program Type	46.3	58.5	63.8*
Family Literacy Instruction				
	Number	42	37	25
	% of Program Type	31.3	39.4	53.2*
Paired Reading (Parent/Child)				
	Number	100	72	42
	% of Program Type	74.6	76.6	89.4*
Parent/Teacher Conferences				
	Number	129	91	46
	% of Program Type	96.3	96.8	97.9
Parent Volunteers				
	Number	90	51	34
	% of Program Type	67.2	54.3	72.3

*Significantly different than Comparison Schools at p<.05.

Table 2.10 Percent of Schools Including the Following Parent Involvement Features as a Component of their Early Literacy Programs (Kindergarten), 2000

		COMPARISON	Reading Recovery	OELI	FDK
Book Distribution					
	Number	57	52	28	2
	% of Program Type	42.5	55.3	59.6*	50.0
Family Literacy Instruction					
	Number	37	38	24	2
	% of Program Type	27.6	40.4*	51.1**	50.0
Paired Reading (Parent/Child)					
	Number	86	58	31	3
	% of Program Type	64.2	61.7	66.0	75.0
Parent/Teacher Conferences					
	Number	125	82	43	4
	% of Program Type	93.3	87.2	91.5	100.0
Parent Volunteers					
	Number	79	43	29	3
	% of Program Type	59.0	45.7*	61.7	75.0

* Significantly different than Comparison Schools at p<.05.

** Significantly different than Comparison Schools at p<.01.

2.2 Changes in ELIGP Schools

2.2.1 Percent of Schools Reporting Increase in Program Features between 1998-99 and 1999-00

The percentage of schools reporting an increase in program features was calculated (See Table 2.11). Overall, there were few schools that reported an increase in program features. A greater percentage of OELI schools than Comparison Schools reported an increase in the use of Ability Grouping, Small Groups, Big Books, Creative/Essay Writing, Emergent Spelling, and Reading Drills. A small but greater percentage of Reading Recovery and OELI schools than Comparison Schools reported an increase in the use of Basal Readers, Child Initiated Learning Centers, Independent Reading, One-to-One Tutorial, Pullout Instruction, Systematic Formative Evaluation, Trade Books, Cooperative Learning and Drama.

Table 2.11 Percent of Schools Reporting Increase in Program Features Between 1999 and 2000 (Grades 1-3)

	FUNDING TYPE			
	COMPARISON	READING RECOVERY	OELI	TOTAL
Ability Grouping				
Number	16	11	15	42
% Within Funding Type	11.9	11.7	31.9	15.3
Basal Readers				
Number	4	4	4	12
% Within Funding Type	3.0	4.3	8.5	4.4
Child Initiated Learning Center				
Number	14	11	6	30*
% Within Funding Type	10.4	11.7	12.8	10.9
Independent Reading				
Number	11	15	16	42
% Within Funding Type	8.2	16.0	34.0	15.3
One-on-One Tutorial				
Number	16	12	12	40
% Within Funding Type	11.9	12.8	25.5	14.6
Pullout Instruction				
Number	11	16	9	35*
% Within Funding Type	8.2	17.0	19.1	12.8
Small Groups				
Number	13	6	14	33
% Within Funding Type	9.7	6.4	29.8	12.0

Table 2.11 Continued

	FUNDING TYPE			
	COMPARISON	READING RECOVERY	OELI	TOTAL
Systematic Formative Evaluation				
Number	17	12	19	47*
% Within Funding Type	12.7	12.8	40.4	17.2
Trade Books				
Number	17	14	17	48
% Within Funding Type	12.7	14.9	36.2	17.5
Big Books				
Number	10	4	8	21*
% Within Funding Type	7.5	4.3	17.0	7.7
Cooperative Learning				
Number	14	11	16	40*
% Within Funding Type	10.4	11.7	34.0	14.6
Creative/Essay Writing				
Number	21	13	18	51*
% Within Funding Type	15.7	13.8	38.3	18.6
Drama				
Number	11	10	10	31
% Within Funding Type	8.2	10.6	21.3	11.3
Paired Reading				
Number	21	14	15	50
% Within Funding Type	15.7	14.9	31.9	18.2
Emergent Spelling				
Number	16	11	13	40
% Within Funding Type	11.9	11.7	27.7	14.6
Phonics				
Number	10	5	11	26
% Within Funding Type	7.5	5.3	23.4	9.5
Reading Aloud				
Number	13	7	7	27
% Within Funding Type	9.7	7.4	14.9	9.9
Reading Drills				
Number	10	6	14	29*
% Within Funding Type	7.5	6.4	29.8	10.6
Worksheets/Workbooks				
Number	3	3	2	8
% Within Funding Type	2.2	3.2	4.3	2.9
Total Number	134	95	47	274

* TOTAL refers to the number of schools experiencing an increase in Program Features. If a school is funded for both RR and OELI, it is counted as an increase under the RR and OELI categories, but only once in the TOTAL.

Changes in Kindergarten program features were also calculated (See Table 2.12). Funded Schools had a small but greater percentage of schools reporting an increase in the use of organizational alternatives to whole class instruction, such as Ability Grouping, Small Groups, and Cooperative Learning. Ability Grouping and Small Groups allow for higher engagement in academic responding from students as well as a more individualized instruction, essential features for lower-achieving students. Cooperative Learning is an example of small group instruction that allows for high student engagement, peer support, collaborative problem solving and student direction. It is designed to foster higher order, holistic aspects of student literacy as well as problem solving, expressive language skills, and metacognitive awareness--all key skills necessary for reading and writing. The student-directed groups also allow for teachers to work with individuals or Small Groups of students directly while the rest of the class is engaged in these self-directed activities.

A greater percentage of OELI schools than Comparison Schools reported an increase in Systematic Formative Evaluation. Frequent, systematic evaluation allows teachers to adjust their instruction constantly to reflect the instructional needs of their students. Rather than being driven by a set curriculum, or depending on infrequent, summative evaluation to determine what students had learned (or had not learned) and move on, Systematic Formative Evaluation allows for a dynamic assessment of student progress and the subsequent adjustment of instructional methods. Researchers have found that the introduction of formative evaluation alone has resulted in greater basic skill gains for students at-risk for academic failure. This evaluation method can range from weekly timed readings, as in the Running Record in Reading Recovery, graphing of progress such as through Curriculum-Based Measurement, or the use of portfolios. Often, but not always, this approach allows for a focus on higher-order holistic skills such as reading a passage or writing an essay/story.

Relatively higher percentages of Funded Schools than Comparison Schools reported an increase in their Kindergarten student participation in enriching literacy activities such as Creative/Essay Writing, Drama, and Emergent Spelling. The development of early writing skills is associated with both increased reading and writing

Table 2.12 Percent of Schools Reporting Increase in Program Features Between 1999 and 2000 (Kindergarten)

		FUNDING TYPE				
		COMPARISON	READING RECOVERY	OELI	FDK	TOTAL
Ability Grouping	Number	9	6	8	1	24
	% Within Funding Type	6.7	6.4	17.0	25.0	8.6
Basal Readers	Number	1	8	2	0	11
	% Within Funding Type	0.7	8.5	4.3		4.0
Child Initiated Learning Center	Number	8	8	3	0	19
	% Within Funding Type	6.0	8.5	6.4		6.8
Independent Reading	Number	16	12	13	0	41
	% Within Funding Type	11.9	12.8	27.7		14.7
One-on-One Tutorial	Number	12	7	8	0	27
	% Within Funding Type	9.0	7.4	17.0		9.7
Pullout Instruction	Number	5	4	4	0	13
	% Within Funding Type	3.7	4.3	8.5		4.7
Small Groups	Number	7	7	9	0	23
	% Within Funding Type	5.2	7.4	19.1		8.3
Systematic Formative Evaluation	Number	15	11	10	0	36
	% Within Funding Type	11.2	11.7	21.3		12.9
Trade Books	Number	10	10	11	1	32
	% Within Funding Type	7.5	10.6	23.4	25.0	11.5
Big Books	Number	7	3	4	0	14
	% Within Funding Type	5.2	3.2	8.5		5.0
Cooperative Learning	Number	7	6	9	1	22*
	% Within Funding Type	5.2	6.4	19.1	25.0	7.9
Creative/Essay Writing	Number	19	19	18	1	57
	% Within Funding Type	14.2	20.2	38.3	25.0	20.5
Drama	Number	5	5	7	0	17
	% Within Funding Type	3.7	5.3	14.9		6.1
Paired Reading	Number	18	15	15	0	48
	% Within Funding Type	13.4	16.0	31.9		17.3
Emergent Spelling	Number	17	13	8	1	39
	% Within Funding Type	12.7	13.8	17.0	25.0	14.0
Phonics	Number	8	7	4	1	20
	% Within Funding Type	6.0	7.4	8.5	25.0	7.2
Reading Aloud	Number	5	2	3	0	10
	% Within Funding Type	3.7	2.1	6.4		3.6
Reading Drills	Number	6	8	10	0	24
	% Within Funding Type	4.5	8.5	21.3		8.6
Worksheets /Workbook	Number	5	3	5	0	13
	% Within Funding Type	3.7	3.2	10.6		4.7
	Total Number	134	95	47	4	278

* TOTAL refers to the number of schools experiencing an increase in Program Features. If a school is funded for both RR and OELI, it is counted as an increase under the RR and OELI categories, but only once in the TOTAL.

skills. Students develop an understanding of both word and whole-text structure which positively affects reading ability.

2.2.2 Changes in Professional Development Features

While there was little overall difference in professional development features, there are indications that a greater percentage of Funded Schools than Comparison Schools reported an increase in professional development features in both Grades 1-3 and Kindergarten (See Tables 2.13, 2.14). A greater percentage of Funded Schools reported an increase in Certified Training and Specialists, In-Service Workshops, as well as opportunities for Networking. A greater percentage of OELI schools than Comparison Schools reported an increase in opportunities for Collaboration. These changes suggest that ELIGP funding provided opportunities for schools with insufficient resources for professional development as compared to schools in general.

Table 2.13 Percent of Schools Reporting Increase in Professional Development Features Between 1999 and 2000 (Grades 1-3)

	FUNDING TYPE			
	COMPARISON	READING RECOVERY	OELI	TOTAL
Certified Training				
Number	1	12	2	15
% of Program Type	0.7	12.8	4.3	5.5
Certified Specialist				
Number	8	14	10	32
% of Program Type	6.0	14.9	21.3	11.7
In-Service Workshops				
Number	9	14	11	34
% of Program Type	6.7	14.9	23.4	12.4
Networking				
Number	12	17	16	45
% of Program Type	9.0	18.1	34.0	16.4
Collaboration				
Number	18	10	14	42
% of Program Type	13.4	10.6	29.8	15.3

Table 2.14 Percent of Schools Reporting Increase in Professional Development Features Between 1999 and 2000 (Kindergarten)

	FUNDING TYPE				
	COMPARISON	READING RECOVERY	OELI	FDK	TOTAL
Certified Training					
Number	1	2	3	0	6
% of Program Type	0.7	2.1	6.4	0	2.2
Certified Specialist					
Number	5	5	9	2	21
% of Program Type	3.7	5.3	19.1	50	7.6
In-Service Workshops					
Number	9	11	12	2	34
% of Program Type	6.7	11.7	25.5	50	12.2
Networking					
Number	8	9	13	0	30
% of Program Type	6.0	9.6	27.7	0	10.8
Collaboration					
Number	15	7	13	1	36
% of Program Type	11.2	7.4	27.7	25.0	12.9

2.2.3 Changes in Parent Involvement Features

Like professional development, larger proportions of Funded Schools than Comparison Schools reported changes in parent involvement features from 1999 to 2000. In Grades 1-3, greater proportions of Reading Recovery and OELI schools than Comparison Schools reported changes in three of the five parent involvement program features: Book Distribution, Paired Reading, and Parent/Teacher Conferences (See Table 2.15). OELI schools reported more changes in Family Literacy Instruction and in the use of Parent Volunteers in Grades 1-3 than did Comparison Schools.

The same trend was apparent among Kindergarten programs (See Table 2.16). Greater proportions of Funded Schools than Comparison Schools reported changes in Book Distribution, Paired Reading, and Parent/Teacher Conferences. Once again, OELI schools reported more changes than did Comparison Schools in Family Literacy Instruction and the in use of Parent Volunteers. Evidently, ELIGP funding has provided resources to schools that allow them to increase their ability to include parents in their early literacy instruction.

Table 2.15 Percent of Schools Reporting Increase in Parent Involvement Between 1999 and 2000 (Grades 1-3)

	FUNDING TYPE			
	COMPARISON	READING RECOVERY	OELI	TOTAL
Book Distribution				
Number	4	13	9	26
% of Program Type	3.0	13.8	19.1	9.5
Family Literacy Instruction				
Number	8	5	11	24
% of Program Type	6.0	5.3	23.4	8.8
Paired Reading (Parent/Child)				
Number	5	4	9	18
% of Program Type	3.7	4.3	19.1	6.6
Parent/Teacher Conferences				
Number	1	4	2	7
% of Program Type	0.7	4.3	4.3	2.6
Parent Volunteers				
Number	8	2	7	17
% of Program Type	6.0	2.1	14.9	6.2

Table 2.16 Percent of Schools Reporting Increase in Parent Involvement Between 1999 and 2000 (Kindergarten)

	FUNDING TYPE				
	COMPARISON	READING RECOVERY	OELI	FDK	TOTAL
Book Distribution					
Number	3	11	10	0	24
% of Program Type	2.2	11.7	21.3	0	8.6
Family Literacy Instruction					
Number	9	5	11	1	26
% of Program Type	6.7	5.3	23.4	25.0	9.4
Paired Reading (Parent/Child)					
Number	4	3	11	1	18*
% of Program Type	3.0	3.2	23.4	25.0	6.5
Parent/Teacher Conferences					
Number	2	3	2	0	7
% of Program Type	1.5	3.2	4.3	0	2.5
Parent Volunteers					
Number	3	2	8	0	13
% of Program Type	2.2	2.1	17.0	0	4.7

* TOTAL refers to the number of schools experiencing an increase in Program Features. As one school is funded for both RR and OELI, it is counted as an increase under the RR and OELI categories, but only once in the TOTAL

2.3 Summary of Program Features in Funded Schools

2.3.1 A Balanced Approach

The analysis of program features reveals that Indiana schools overall reported using a variety of literacy approaches that reflect both holistic and skills-based instruction. In general, ELIGP schools appear to be similar to Comparison Schools except for a few key features:

- For Grades 1-3, Funded Schools reported greater use of Creative/Essay Writing, Paired Reading, Child Initiated Learning Centers and Independent Reading than Comparison Schools.
- For Grades 1-3, Funded Schools reported less frequent use of Worksheets/Workbooks than Comparison Schools.
- A greater percentage of OELI schools than Comparison Schools reported an increase in the use of Ability Grouping, Small Groups, Creative/ Essay Writing, Emergent Spelling, and Reading Drills.
- A small but greater percentage of Funded Schools than Comparison Schools reported an increase in the use of Child Initiated Learning Centers, Cooperative Learning, Independent Reading, and Systematic Formative Evaluation.
- For Kindergarten classrooms, Funded Schools reported a more frequent use of Creative/Essay Writing and Emergent Spelling, and less frequent use of Reading Drills than Comparison Schools.

These findings suggest that ELIGP funding adds to literacy programs by supporting early writing instruction, reading of authentic whole texts, and alternatives to whole class instruction such as Cooperative Learning and Ability Grouping. There are indications that programs support features that are more holistic, less systematic (such as using Basal Readers or Worksheets) and therefore require more technical skills from the teachers. These activities are linked to greater comprehension, emergent literacy and critical literacy than to decoding (specifically Decoding A) skills. These differences were seen in OELI rather than Reading Recovery programs. This could be expected, since OELI programs are typically more comprehensive and class-wide than the Reading Recovery® programs, which are based on a pullout tutorial. Still, Reading Recovery schools were examined for these features in case there were residual effects of the program. That is, teachers witness the practice of trainers and attempt to bring that practice and philosophy in to the classroom.

As a whole, Indiana schools reported a balanced approach in their philosophy towards literacy instruction. While primarily balanced, schools reported somewhat greater emphasis on Teacher Directed Instruction, a Child-Centered (i.e. developmental) Curriculum, Meaning Comprehension Emphasized and Code/Phoneme Instruction Taught Within Context. There is considerable variation between schools. The philosophy in Kindergarten programs in OELI schools tended to be more Student-Directed than in Comparison Schools and for Grades 1-3. This difference in Kindergarten practice reflects current thinking in the provision of developmentally appropriate instruction for that grade level.

2.3.2 Professional Development and Parent Involvement

There are indications that the ELIGP funding enabled schools to create additional professional development opportunities and parent involvement activities. A greater percentage of Funded Schools reported increases in every aspect of professional development, including the use of Certified Trainers, Certified Specialists, In-Service Workshops, and opportunity for Networking and Collaboration. A higher percentage of ELIGP schools also reported increases in the Book Distribution programs, Family Literacy Instruction, Paired Reading (Parent/Child) and Parent-Teacher Conferences.

Chapter III

UNDERSTANDING OUTCOMES

The ELIGP study was designed to examine the impact of the funding on schools as opposed to individual students. One indicator of progress in literacy at a school is changes in ISTEP+ Reading and Language Arts scores. However, many of the programs funded by ELIGP target a cohort of students who will not take the Grade 3 ISTEP+ exam until the fall of 2001 or 2002. It is premature, therefore, to use ISTEP+ scores as indicators of the impact of the ELIGP program. There are other indicators that can be used to assess program impact. These include referrals for special education assessment and grade retention.

Students in Grades 1-3 who are identified for grade retention or high-incidence disabilities, primarily learning disabilities, are most often identified because of deficits in reading. Because of variability in school programs, student background, and identification procedures, schools may differ greatly in the number of and characteristics of students identified or retained. Many of the early literacy programs evaluated here are designed to assist students at-risk for reading failure so that they will not be retained or require special education. These programs have the potential for either directly addressing the deficits of students at-risk for reading failure or modifying the classroom environment in such a way that teachers feel secure that their lowest achieving students are receiving appropriate instruction. Thus, grade retention and special education referrals serve as indicators of the overall effectiveness of an early literacy intervention program. Because of the high costs of retention and special education, any reduction in these indicators has financial benefits. A positive outcome to be expected from these funded programs, therefore, is a reduction in grade retention and special education referral rates.

The data in this portion of the study were collected using the Early Literacy Intervention Survey (See Appendix C), which is described in section 1.3. School administrators were asked to provide the number of grade retentions and referrals for special education assessment. Trends in retention and referral rates were calculated for three years, 1998-2000 for Reading Recovery, OELI, and Comparison Schools. Since some of the schools participated in the ELIGP for multiple years, comparisons were made between schools that had received funding for one year (1999-2000 school year), two years (1999-2000 school year and either 1998-99 school year or the 1997-98 school year), and three years (1999-2000, 1998-99, and the 1997-98 school years). Schools that received funding for both Reading Recovery and another OELI program (primarily Literacy Collaborative) were counted as OELI programs for these comparisons.

This chapter presents the outcomes for schools supported through the third year of ELIGP funding, 1999-2000. First, changes in the number of students who completed the Reading Recovery program, were retained, or were referred for special education assessment are reviewed. Second, trends in grade retention and special education referrals are examined. Finally, in conclusion, the financial impact of the program relative to these outcomes is discussed.

3.1 Reading Recovery Completion

School representatives were asked to report the number of students who had completed Reading Recovery (See Table 3.1). The mean number of students receiving at least one lesson per school doubled to 18 students between 1998 and 2000. Clearly, the ELIGP funding continues to have an impact on the scope of the Reading Recovery program.

In 2000, on average approximately one student per Reading Recovery program (8.5% percent) was retained, and approximately two students (17 percent) were referred for special education assessment after completing the Reading Recovery program. While Reading Recovery serves approximately 20% of the lowest achieving students, 74.5 percent of these at-risk students successfully completed the program (on average, nine students per school). The students who were retained and referred for special education assessment have received an intensive pre-referral intervention through Reading Recovery and are more appropriate candidates for retention or referral than students who are simply nominated by teachers.

Table 3.1 Mean Number of Students Completing Reading Recovery Programs (1999-2000 Survey respondents)

		1998	1999	2000
Had Reading Recovery				
	Number[1]	71	80	91
	Mean[2]	8.34	12.11	17.23
	Standard Deviation	9.24	8.50	8.89
Received at Least One Lesson				
	Number	72	80	88
	Mean	8.94	12.56	18.36
	Standard Deviation	9.19	8.41	8.40
Completed Reading Recovery Lessons				
	Number	70	79	87
	Mean	5.89	8.86	12.32
	Standard Deviation	6.74	6.97	7.11
Completers Still Enrolled in the School				
	Number	70	78	86
	Mean	4.46	7.56	12.13
	Standard Deviation	5.84	6.27	6.60
Completers Retained in First Grade				
	Number	72	80	88
	Mean	0.29	0.80	1.05
	Standard Deviation	0.88	1.34	2.52
Completers Referred for Special Education Assessment				
	Number	71	79	88
	Mean	1.24	1.80	2.09
	Standard Deviation	1.81	2.30	2.41

[1] Refers to number of responding schools reporting Reading Recovery at their school.

[2] Refers to number of students in responding schools.

3.2 Grade Retention in Funded Schools

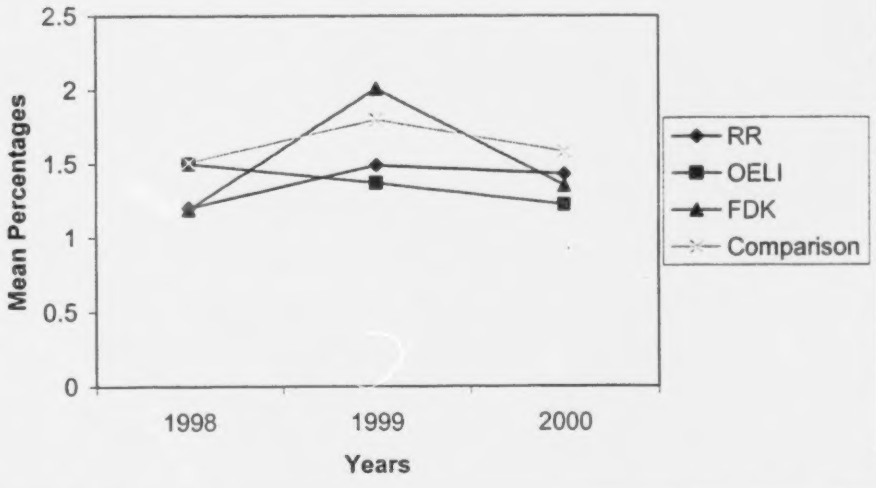
Retention rates in all three years, 1998 to 2000, were not significantly different for Funded and Comparison Schools (See Table 3.2 and Figure 3.1). In general, between 1 and 2 percent of primary grade students are retained. Across the three years, among OELI schools the reported retention rates decreased, but not significantly. Reported retention rates in Reading Recovery schools went up in 1999 but then remained relatively stable from 1999 to 2000.

Table 3.2 Retention Rates for ELIGP Schools Funded in 1999-2000[1] (reported as percentages of Grade 1-3 enrollment)

		1998	1999	2000
Reading Recovery	Number	66	74	68
	Mean	1.20	1.49	1.43
	Standard Deviation	1.34	1.36	1.51
OELI	Number	39	41	37
	Mean	1.50	1.37	1.22
	Standard Deviation	1.48	1.43	1.54
OELI-K	Number	1	1	1
	Mean	0	0	0
	Standard Deviation	0	0	0
FDK	Number	3	3	3
	Mean	1.19	2.01	1.35
	Standard Deviation	1.54	1.29	1.57
PREK	Number	1	1	
	Mean	1.87	3.96	
	Standard Deviation			
Comparison	Number	106	110	109
	Mean	1.51	1.80	1.58
	Standard Deviation	1.59	1.76	1.70

[1] Rates reflect responses after outliers have been removed.

Figure 3.1 Retention Rates for ELIGP Schools 1999-2000



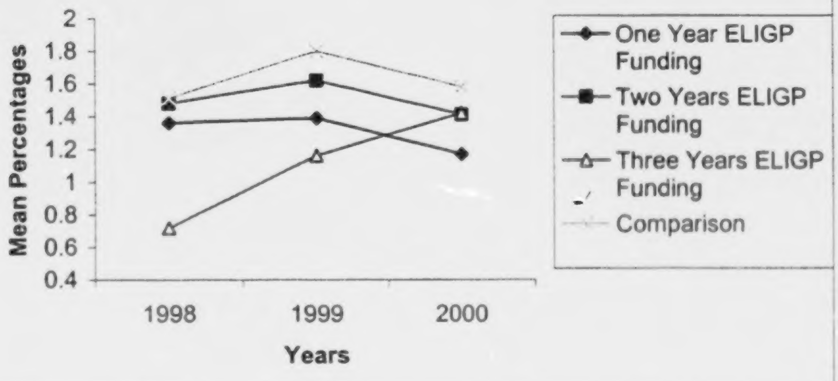
A comparison of reported retention rates for schools funded for one year to those of schools funded for two and three years indicates that schools with three-year funding had the lowest retention rates for 1998 and 1999, significantly different from the Comparison Schools (Table 3.3 and Figure 3.2). Across all reported years, all Funded Schools had retention rates that were the same or lower than Comparison Schools except the 2000 retention rates for Reading Recovery schools funded for two years and the 1998 retention rates for OELI Schools only funded in 1999-2000, although these differences are not significant (See Table 3.4 and Figures 3.3 and 3.4). Reported retention rates for Reading Recovery schools that received funding for two (increase then decrease) and three years increased from 1998 to 2000. Reported retention rates for OELI Schools that received three years of funding increased from 1998 to 2000. Reported retention rates for OELI Schools that received one and two years of funding decreased from 1998 to 2000.

Table 3.3 Retention Rates for ELIGP Schools 1999-2000: One, Two, and Three Year Comparisons[1]
(reported as percentages of Grade 1-3 enrollment)

		1998	1999	2000
One Year ELIGP Funding (1999-2000)				
	Number	32	34	31
	Mean	1.36	1.39	1.17
	Standard Deviation	1.41	1.24	1.05
Two Years ELIGP Funding (2000 & 1999 or 1998)				
	Number	57	64	58
	Mean	1.48	1.62	1.41
	Standard Deviation	1.53	1.52	1.76
Three Years of ELIGP Funding (2000 & 1999 & 1998)				
	Number	21	22	20
	Mean	0.72	1.16	1.42
	Standard Deviation	0.64	1.19	1.35
Comparison				
	Number	106	110	109
	Mean	1.51	1.80	1.58
	Standard Deviation	1.59	1.76	1.70

[1] Rates reflect responses after outliers have been removed.

Figure 3.2 Retention Rates for ELIGP Schools 1999-2000: One, Two, and Three Year Comparisons



3.4 Special Education Referrals in Funded Schools

Researchers in special education have theorized that the rate of referral to special education assessment and eventual identification is a consequence of the "instructional tolerance" of a school (Gerber, 1988; Gerber & Semmel, 1984). The theory reflects the legitimate constraints placed on a teacher given the number of students, heterogeneity of student ability, amount of instructional time, teacher to student ratio, level of expertise, and resources. Often, realizing that there is little time, expertise, or resources to help students at-risk for reading failure, teachers refer students for special education assessment.

Table 3.4 Retention Rates for ELIGP Schools By Program Type: One, Two, and Three Year Comparisons for Schools Funded 1999-2000[1] (reported as percentages of Grade 1-3 enrollment)

			1998	1999	2000
RR	1 year	Number	21	23	22
		Mean	1.13	1.17	1.12
		Standard Deviation	1.22	1.17	1.13
	2 years	Number	33	38	35
		Mean	1.43	1.72	1.61
		Standard Deviation	1.56	1.47	1.78
	3 years	Number	13	14	12
		Mean	0.65	1.31	1.35
		Standard Deviation	0.61	1.31	1.24
OELI	1 year	Number	8	8	7
		Mean	2.23	1.66	1.52
		Standard Deviation	1.73	1.04	8.37
	2 years	Number	23	25	22
		Mean	1.47	1.42	1.02
		Standard Deviation	1.53	1.64	1.70
	3 years	Number	8	8	8
		Mean	0.85	0.91	1.52
		Standard Deviation	0.70	0.97	1.59
Comparison		Number	106	110	109
		Mean	1.51	1.8	1.58
		Standard Deviation	1.59	1.76	1.70
Total	1 year	Number	32	34	31
		Mean	1.36	1.39	1.17
		Standard Deviation	1.41	1.24	1.05
	2 years	Number	57	64	58
		Mean	1.48	1.62	1.41
		Standard Deviation	1.53	1.52	1.76
	3 years	Number	21	22	20
		Mean	0.72	1.16	1.42
		Standard Deviation	0.64	1.19	1.35

[1] Rates reflect responses after outliers have been removed.

Figure 3.3 Retention Rates for Funded OELI Schools 1999-2000: One, Two, and Three Year Comparisons

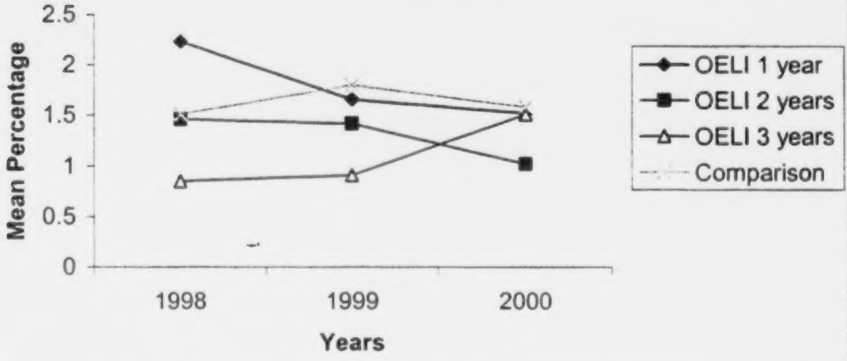
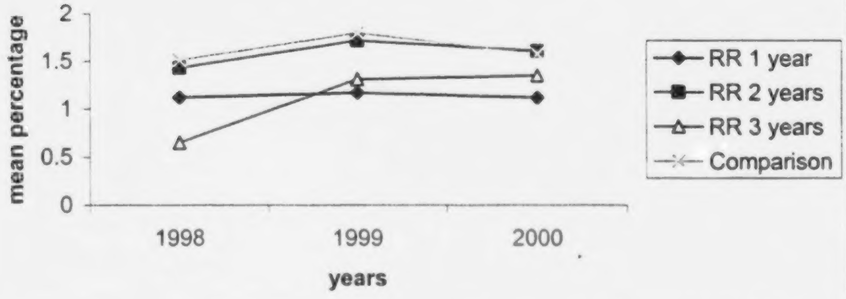


Figure 3.4 Retention Rates for Funded Reading Recovery Schools 1999-2000: One, Two, and Three Year Comparisons



Trends for reported referral rates were relatively flat for both Funded and Comparison Schools (See Table 3.5, Figure 3.5). Among Reading Recovery and OELI schools, the rate of students in Grades 1-3 referred for special education assessment ranges from 4.26 to 5.23 percent.

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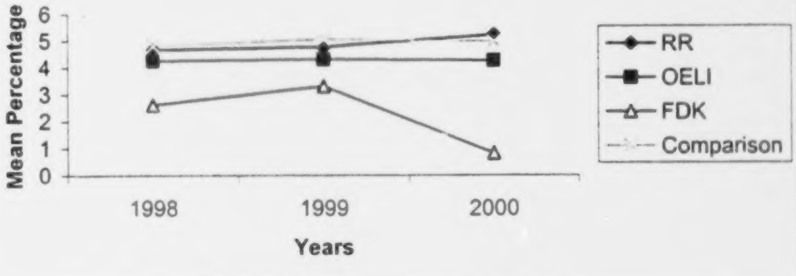
Table 3.5 Referral Rates for ELIGP Project & Comparison Schools, 1999-2000[1] (reported as percentages of Grade 1-3 enrollment)

		1998	1999	2000
Reading Recovery				
	Number	59	68	71
	Mean	4.67	4.77	5.23
	Standard Deviation	3.00	2.93	3.22
OELI				
	Number	36	37	38
	Mean	4.26	4.30	4.26
	Standard Deviation	3.46	2.60	2.51
OELI-K				
	Number	1	1	1
	Mean	2.84	4.55	5.83
	Standard Deviation	0	0	0
FDK				
	Number	3	3	3
	Mean	2.62	3.30	0.82*
	Standard Deviation	2.02	2.71	0.94
PREK				
	Number	1	1	1
	Mean	5.61	3.96	5.61
	Standard Deviation			
Comparison				
	Number	95	99	105
	Mean	4.81	5.05	4.98
	Standard Deviation	3.15	3.35	3.43

[1] Rates reflect responses after outliers have been removed.

* Significantly different than Comparison Schools at p<.05.

Figure 3.5 Referral Rates for ELIGP Project & Comparison Schools 1999-2000



A comparison of reported referral rates for schools funded for one year to those of schools funded for two and three years reveals relatively flat trends across years (See Table 3.6, Figure 3.6). The referral rates for schools funded three years increased each year although these differences were small and not statistically significant. Comparison schools tended to report higher referral rates across all three years but, again, these differences were small and not statistically significant. Across all reported years, all Funded Schools had referral rates that were the same as or lower than Comparison Schools except the 2000 referral rates for Reading Recovery schools funded for two and three years, the 1999 referral rates for Reading Recovery schools funded for three years, and the 1998 referral rates for Reading Recovery schools only funded in 1999-2000, although these differences are not significant (See Table 3.7).

Table 3.6 Referral Rates for ELIGP Schools: One, Two, and Three Year Comparisons for Schools Funded 1999-2000[1] (reported as percentages of Grade 1-3 enrollment

		1998	1999	2000
1 Yr. ELIGP Funding (1999-2000)				
	Number	27	29	32
	Mean	4.76	4.51	4.75
	Standard Deviation	3.04	2.44	3.20
2 Yrs. ELIGP Funding (2000 & 1999 or 1998)				
	Number	55	60	60
	Mean	4.51	4.64	4.75
	Standard Deviation	3.21	2.75	2.85
3 Yrs. ELIGP Funding (2000 & 1999 & 1998)				
	Number	18	21.	22
	Mean	3.82	4.42	5.01
	Standard Deviation	3.04	3.38	3.38
Comparison				
	Number	95	99	105
	Mean	4.81	5.05	4.98
	Standard Deviation	3.15	3.35	3.43

[1] Rates reflect responses after outliers have been removed.

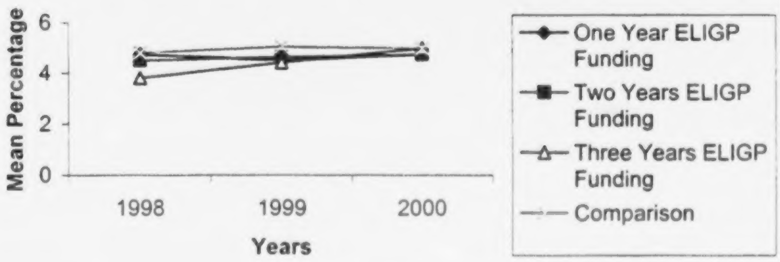


Figure 3.6 Referral Rates for ELIGP Project & Comparison Schools 1999-2000

Trends for reported referral rates were relatively flat for Reading Recovery schools that received funding for varying numbers of years although some increases were seen for Reading Recovery schools who received funding for two and three years. Trends for reported referral rates were also relatively flat for OELI Schools that received funding for various years. Reported referral rates for OELI Schools that only received funding for one year (1999-2000) went down in 1999 and then went back up in 2000.

3.4 Conclusions and Summary of Outcomes

Rates of grade retention and referrals for special education are two indicators of the impact an early literacy program can have on a school. They are particularly useful in early literacy interventions when the common achievement indicator for schools, in this case ISTEP+ scores, are not taken by students until Grade 3, often two to three years after many of them first begin receiving interventions. Both grade retention and special education services are costly and are related to later school failure and drop out. In this chapter, trends in grade retention and referral rates in Reading Recovery, OELI, and Comparison Schools were analyzed. The results included the following:

- Approximately 74 percent of those students who completed Reading Recovery did so successfully and were not retained or referred for special education assessment.
- Comparison Schools had generally higher grade retention and referral rates but, these rates did not differ significantly from those of Funded Schools.

Table 3.7 Referral Rates for ELIGP Schools By Program Type: One, Two, and Three Year Comparisons for Schools Funded 1999-2000[1] (reported as percentages of Grade 1-3 enrollment)

			1998	1999	2000
RR	1 year				
		Number	16	19	21
		Mean	4.89	4.74	4.92
		Standard Deviation	2.71	2.70	3.40
	2 years				
		Number	32	36	37
		Mean	4.66	4.58	5.02
		Standard Deviation	3.06	2.73	2.95
	3 years				
		Number	11	14	14
		Mean	4.38	5.13	6.00
		Standard Deviation	3.46	3.75	3.74
OELI	1 year				
		Number	8	7	8
		Mean	4.61	3.67	4.68
		Standard Deviation	4.23	2.07	2.97
	2 years				
		Number	21	23	22
		Mean	4.57	4.89	4.47
		Standard Deviation	3.53	2.79	2.61
	3 years				
		Number	7	7	8
		Mean	2.94	3.00	3.26
		Standard Deviation	2.19	2.01	1.65
Comparison					
		Number	95	99	105
		Mean	4.81	5.05	4.98
		Standard Deviation	3.15	3.35	3.43
Total	1 year				
		Number	27	29	32
		Mean	4.76	4.51	4.75
		Standard Deviation	3.04	2.44	3.20
	2 years				
		Number	55	60	60
		Mean	4.51	4.64	4.75
		Standard Deviation	3.21	2.75	2.85
	3 years				
		Number	18	21	22
		Mean	3.82	4.42	5.00
		Standard Deviation	3.04	3.38	3.38

[1] Rates reflect responses after outliers have been removed.

Figure 3.7 Referral Rates for OELI Funded Schools 1999-2000: One, Two, and Three Year Comparisons

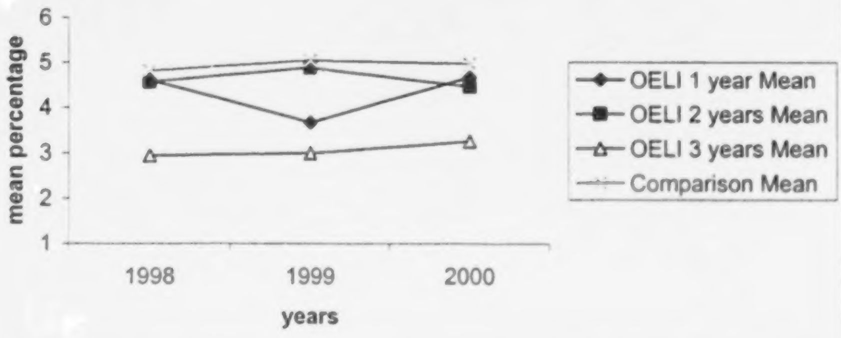
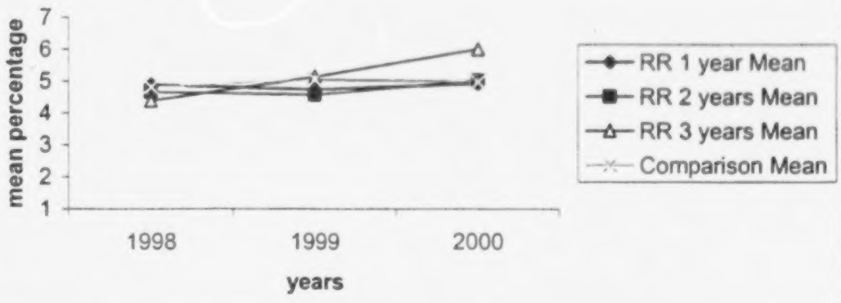


Figure 3.8 Referral Rates for Funded Reading Recovery Schools: One, Two, and Three Year Comparisons



- There are indications that ELIGP funding has contributed to a drop in retention rates in OELI schools.
- There are indications that those schools receiving ELIGP funding for three funding years had significantly lower retention rates than Comparison schools in 1998 and 1999.

These findings suggest that in the third year, ELIGP again targeted schools with high percentages of students at-risk for reading problems. The funds for the ELIGP project are targeting those schools with high needs for external support. However, because these schools have further to go with their literacy programs, the impact of ELIGP funding may not be seen as readily after only one year of the project. Continued monitoring of progress is key to understanding the impact of this program on these schools.

Chapter IV

SUMMARY AND RECOMMENDATIONS

This report is the third in a series that provides an analysis of the impact of the third year of Indiana's Early Literacy Intervention Grant Program (ELIGP). In this analysis, ELIGP funded schools were compared with non-funded Comparison schools for differences in programs features and trends in special education referral and retention rates. This analysis indicates that, as with the Year 1 and Year 2 analysis, ELIGP funding has resulted in positive changes in Indiana's primary schools. In this concluding chapter, we summarize the findings of this study of the impact of ELIGP 1999-2000 on school programs and outcomes. In addition, we reiterate recommendations for improving literacy instruction in the state.

4.1 Impact of ELIGP Funding on the Features of Early Literacy Programs

The analysis of program features reveals that Indiana schools overall reported a comprehensive, balanced approach to early literacy instruction. That is, schools reports using a variety of literacy approaches that reflect both holistic and direct, skills-based instruction. Schools with ELIGP funded projects appear to differ from Comparison schools in that Funded Schools reported greater frequency spent in activities where students are either reading independently or to a partner. Students were also more likely to be engaged in Creative/Essay Writing and less likely to use workbooks or worksheets. It appears that ELIGP funded schools have more literacy rich classrooms than Comparison schools. ELIGP funded schools also report a greater increase in frequency of creative/essay writing, emergent spelling and reading drills since the initiation of funding than Comparison schools. Funding appears to have fostered and increase in literacy related activities in general. Other differences associated with ELIGP schools include using classroom organizational structures other than whole class instruction that foster more individualized and intensive instruction. These include Ability Grouping, Small Groups, Child Initiated Learning Centers, and Cooperative Learning. For Kindergarten classrooms, Funded Schools reported a more frequent use of Creative/Essay Writing and Emergent Spelling, and less frequent use of Reading Drills than Comparison Schools.

There also appeared to be greater professional development and parent involvement in ELIGP schools than Comparison schools. OELI schools reported a greater frequency of literacy related In-Service Workshops and than in Comparison Schools. Both Reading Recovery and OELI schools report a greater use of certified Specialists and the opportunity for networking and collaboration among professionals. In Grades 1-3, OELI schools reported a significantly greater use of book distribution, family literacy instruction, and parent-child paired reading. ELIGP funding has served to support professional development activities related to early literacy as well as the home-school connection.

4.2 Impact of ELIGP Funding on Implementation of Reading Recovery, Referrals for Special Education Assessment, and Grade Level Retention

ELIGP funding has clearly played in increasing the scope of the Reading Recovery program. The mean number of students receiving at least one lesson per school doubled to 18 students between 1998 and 2000. Approximately 74 percent of those students who completed Reading Recovery did so successfully and were not retained or referred for special education assessment.

There are also indications that ELIGP funding has contributed to a drop in retention rates in OELI schools. For those schools that received ELIGP funding for all three funding years had significantly lower retention rates than Comparison schools in 1998 and 1999. In contrast with past funding years, there was no significant difference between Funded and Comparison schools in referrals for special education assessment.

4.3 Recommendations

For the most part, findings in this third year of ELIGP funding replicate those of the first two years of the grant program. Specifically, these recommendations include:

- *Continue to identify research-based programs that should be considered by schools seeking funding.*
- *Expand the facilitation capacities of universities in Indiana to support early reading and literacy improvement projects.*
- *Continue to align selection and award processes for OELI.*
- *Encourage schools to review their early reading and literacy programs to develop intervention approaches that build a refined balanced approach.*
- *Integrate an emphasis on early reading and literacy improvement into other ongoing reforms.*

- *The state should increase the emphasis on ongoing professional development for elementary teachers focusing on early reading and literacy improvement.*
- *The IDOE should continue to fund an annual survey of ELIGP program impact.*
- *Given the lack of confirmatory research on many reading interventions funded under ELIGP, the state should routinely encourage more site-based research. Both site evaluations for large projects and systematic studies of funded projects are needed.*
- *Future analyses of the impact of ELIGP should consider the impact of funding on improvement in ISTEP+ scores, controlling for the student background, school characteristics, and other factors.*

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Appendix A

List of Funded Projects 1998-1999

Appendix A

List of Funded Projects for 1999-2000

Corporation Name	Corp Code	Sch Code	School Name	Project
Alexandria Com School Corp	1010	0869	Cunningham Elementary Schoo	RR
Anderson Community School Cor	1010	0879	Morgan-Fenner Elementary Sc	RR
Anderson Community School Cor	1010	0761	North Anderson Elementary S	RR OELI
Anderson Community School Cor	6755	7097	Robinson Elementary School	RR
Bloomfield School District	1730	1277	Bloomfield Elementary Schoo	RR
Blue River Valley Schools	4580	3781	Blue River Valley Elem Sch	RR
Bremen Public Schools	5385		Bremen Elem/Middle School	RR
Caston School Corporation	3945	3241	Caston Elementary School	RR
Cloverdale Community Schools	3945	3287	Cloverdale Elementary Schoo	RR
Delaware Community School Cor	3945	3273	Albany Elementary School	RR
Eagle-Union Community Sch Cor	4015	3397	Eagle Elementary	RR
East Allen County Schools	3500	2961	Harlan Elementary School	RR
East Allen County Schools	3500	2993	Meadowbrook Elementary School	RR
East Allen County Schools	3500	2943	New Haven Elementary School	RR
East Allen County Schools	3500	3009	Village Elementary School	RR OELI
East Noble School Corp	7855	8085	Rome City Elem & Middle Sch	RR
East Noble School Corp	7855	8105	Wayne Center Elem Sch	RR
Elkhart Community Schools	7855	8109	Feeser Elementary School	RR
Elkhart Community Schools	4680	3975	Hawthorne Elementary School	RR
Elkhart Community Schools	4535	3745	Monger Elementary School	RR
Elkhart Community Schools	4535	3741	Roosevelt Elementary School	RR
Elkhart Community Schools	4945	4707	Woodland Elementary School	RR
Evansville-Vanderburgh Sch Co	4945	4727	Caze Elementary School	RR
Evansville-Vanderburgh Sch Co	4945	4767	Cedar Hall Elementary Schoo	RR
Evansville-Vanderburgh Sch Co	0875	0709	Cynthia Heights Elem Sch	RR
Evansville-Vanderburgh Sch Co	0875	0711	Daniel Wertz Elementary Sch	RR
Evansville-Vanderburgh Sch Co	5525	5997	Delaware Elementary School	RR
Evansville-Vanderburgh Sch Co	6460	6815	Fairlawn Elementary School	RR
Evansville-Vanderburgh Sch Co	5300	5192	Harper Elementary School	RR
Evansville-Vanderburgh Sch Co	5330	5293	Hebron Elementary School	RR
Evansville-Vanderburgh Sch Co	5340	5337	Howard Roosa Elementary Sch	RR
Evansville-Vanderburgh Sch Co	5340	5325	John M Culver Elem Sch	RR
Evansville-Vanderburgh Sch Co	5340	5338	Scott Elementary School	RR
Evansville-Vanderburgh Sch Co	5340	5345	Stringtown Elementary Schoo	RR
Evansville-Vanderburgh Sch Co	5340	5347	Vogel Elementary School	RR
Fort Wayne Community Schools	5340	5351	Adams Elementary School	RR
Fort Wayne Community Schools	5350	5349	Bloomingdale Elementary Sch	RR
Fort Wayne Community Schools	0125	0068	Fairfield Elementary School	RR
Fort Wayne Community Schools	0125	0048	Merle J Abbett Elementary S	RR
Fort Wayne Community Schools	0125	0065	Nebraska Elementary School	RR
Fort Wayne Community Schools	7615	7897	South Wayne Elementary Scho	RR
Fort Wayne Community Schools	7615	7901	Southern Heights Elem Sch	RR
Fort Wayne Community Schools	8050	8677	Study Elementary Sch	RR
Fort Wayne Community Schools	5360	5370	Washington Elem School	RR

Franklin Community School Cor	5360	5377	Needham Elementary School	RR
Franklin County Com Sch Corp	5360	5386	Brookville Elementary Schoo	RR
Franklin County Com Sch Corp	5370	5406	Laurel School	RR
Franklin County Com Sch Corp	5370	5436	Mount Carmel School	RR
Garrett-Keyser-Butler Com	5370	5421	J E Ober Elementary School	RR
Goshen Community Schools	5375	5223	Parkside Elementary School	RR
Goshen Community Schools	5375	5270	West Goshen Elementary Scho	RR
Greater Clark County Schools	3995	3317	Jonathan Jennings Elem Sch	RR
Greater Clark County Schools	3995	3305	Maple Elementary School	RR
Greater Clark County Schools	3995	3329	Parkwood Elementary School	RR
Greater Clark County Schools	3640	3095	Thomas Jefferson Elem Sch	RR
Greencastle Community Sch Cor	4925	4373	Mary Emma Jones Primary Sch	RR
Greensburg Community Schools	4925	4805	Billings Elementary School	RR
Hanover Community School Corp	4925	4821	Jane Ball Elementary School	RR
Jay School Corp	4925	4825	Bloomfield Elementary Schoo	RR
Jay School Corp	4925	4833	East Elementary School	RR
Jay School Corp	4925	4811	General Shanks Elem Sch	RR
Jennings County Schools	4925	4829	North Vernon Elem Sch	RR
Kokomo-Center Twp Con Sch Cor	4925	4837	Elwood Haynes Elem Sch	RR
Kokomo-Center Twp Con Sch Cor	4925	6829	Pettit Park School	RR
Kokomo-Center Twp Con Sch Cor	4925	4713	Sycamore Elementary Sch	RR
Kokomo-Center Twp Con Sch Cor	3335	2675	Washington Elementary Schoo	RR
Lafayette School Corporation	5740	6185	Murdock Elementary School	RR
Lafayette School Corporation	5740	6189	Oakland Elementary School	RR
Lakeland School Corporation	5740	6217	Lima-Brighton Elementary	RR
Lakeland School Corporation	5740	6226	Wolcott Mills Elementary Sc	RR
Loogootee Community Sch Corp	1970	1469	Loogootee West Elem School	RR
M S D Boone Township	1970	1470	Hebron Elementary School	RR
M S D Lawrence Township	1970	1482	Indian Creek Elem Sch	RR
M S D Perry Township	1970	1515	Abraham Lincoln Elem Sch	RR
M S D Perry Township	2400	1939	Clinton Young Elem Sch	RR
M S D Perry Township	0025	0009	Douglas MacArthur Elem Scho	RR
M S D Perry Township	0025	0037	Homecroft Elementary School	RR
M S D Perry Township	0025	0041	Southport Elementary School	RR
M S D Perry Township	2735	2257	Winchester Village Elementa	RR
M S D Pike Township	4315	3549	Fishback Creek Public Academy	RR
M S D Southwest Allen County	5620	6051	Indian Meadows Elementary S	RR
M S D Wabash County Schools	7645	7913	Metro North Elementary Scho	RR
M S D Warren Township	8375	8928	Hawthorne Elementary School	RR
M S D Warren Township	8435	9085	Lowell Elementary School	RR
M S D Warren Township	6145	6577	Pleasant Run Elementary Sch	RR
Madison Consolidated Schools	6155	6587	Canaan Elementary School	RR
Madison Consolidated Schools	7175	7361	Dupont Elementary School	RR
Madison Consolidated Schools	7175	7365	Lydia Middleton Elem Sch	RR
Mill Creek Community Sch Corp	6325	6705	Mill Creek East Elementary	RR
Monroe County Com Sch Corp	5485	5961	Broadview Elementary School	RR
Monroe County Com Sch Corp	6550	6877	Clear Creek Elementary School	RR
Monroe County Com Sch Corp	6550	6874	Rogers Elementary School	RR
Monroe County Com Sch Corp	6805	7113	University Elementary Schoo	RR
Muncie Community Schools	3815	3213	Garfield Elementary School	RR
Muncie Community Schools	8385	9009	Grissom Elem School	RR
Muncie Community Schools	8385	9003	South View Elementary Schoo	RR

Muncie Community Schools	8385	9017	Washington-Carver Elem Sch	RR
North Gibson School Corp	6995	7287	Lowell Elementary School	RR
North Knox School Corp	4670	3953	North Knox East Elem & Jr H	RR
Northeast School Corp	4730	4327	Dugger Elementary School	RR
Northeastern Wayne Schools	3675	3105	Northeastern Elementary Sch	RR
Northern Wells Com Schools	3675	3153	Lancaster Central School	RR
Orleans Community Schools	7365	7729	Orleans Elementary School	RR
Randolph Southern School Corp	7205	7538	Randolph Southern Elem Sch	RR
Richmond Community School Cor	7205	7617	C R Richardson Elem Sch	RR
Richmond Community School Cor	4940	4734	Fairview Elementary School	RR
Rush County Schools	5995	6431	Rushville Elementary School	RR
School City of East Chicago	6705	7073	William McKinley Elem Sch	RR
School City of Hobart	6865	7178	Joan Martin Elementary Scho	RR
Seymour Community Schools	6195	6605	Seymour-Jackson Elem Sch	RR
Shelbyville Central Schools	6195	6601	Thomas A Hendricks Elem Sch	RR
South Newton School Corp	6195	6617	South Newton Elementary Sch	RR
South Putnam Community School	7950	8213	Reelsville Elementary Schoo	RR
Spencer-Owen Community School	4335	3509	Gosport Elementary School	RR
Spencer-Owen Community School	4335	3581	Patricksburg Elementary Sch	RR
Spencer-Owen Community School	4335	3577	Spencer Elementary School	RR
Vincennes Community Sch Corp	2285	1743	Benjamin Franklin Elem Scho	RR
Vincennes Community Sch Corp	4345	3635	Frances Vigo Elementary Sch	RR
Vincennes Community Sch Corp	4345	3625	Tecumseh-Harrison Elem Sch	RR
Wa-Nee Community Schools	4345	3637	Nappanee Elem School	RR
Wawasee Community School Corp	0615	0537	Milford School	RR
Wawasee Community School Corp	8355	8971	North Webster Elementary Sc	RR
Wawasee Community School Corp	3030	2494	Syracuse Elementary School	RR
Western Boone Co Com Sch Dist	3030	2492	Thorntown Elem School	RR
Western Wayne Schools	3030	2495	Western Wayne Elem Sch	RR
Westfield-Washington Schools	8665	9196	Carey Ridge Elementary Scho	RR
Westfield-Washington Schools	8665	9186	Shamrock Springs Elementary	RR
Westfield-Washington Schools	8665	9167	Washington Elementary Schoo	RR
LaPorte Community School Corp	5265	4997	Kingsbury Elementary School	FDK
M S D Decatur Township	5275	5129	Decatur Learning Aca/Early Childho	FDK
Penn-Harris-Madison Sch Corp	5275	5113	Elsie Rogers Elem School	FDK
South Ripley Com Sch Corp	5275	5123	South Ripley Elementary Sch	FDK
Anderson Community School Cor	5275	5141	Westvale Elementary School	OELI
Avon Community School Corp	3315	2733	Maple Elementary School	OELI
Avon Community School Corp	3315	2735	Sycamore Elem Sch	OELI
Avon Community School Corp	3315	2734	White Oak Elem School	OELI
Cannelton City Schools	2920	2417	Cannelton Elem & High School	OELI
Concord Community Schools	3405	2803	Concord East Side Elementary Schoo	OELI
Concord Community Schools	5480	5943	Concord Ox-Bow Elementary School	OELI
Concord Community Schools	6340	6733	Concord South Side Elem School	OELI
Concord Community Schools	2650	2157	Concord West Side Elem School	OELI
Crawfordsville Com Schools	6750	7082	John Beard Elementary School	OELI
East Allen County Schools	2270	1721	Southwick Elementary School	OELI
East Noble School Corp	2270	1723	LaOtto Elementary School	OELI
Elkhart Community Schools	2270	1725	Beardsley Elementary School	OELI
Elkhart Community Schools	2270	1729	Beck Elementary School	OELI
Elkhart Community Schools	5855	6285	Bristol Elementary School	OELI
Elkhart Community Schools	1875	1520	Cleveland Elementary School	OELI

Elkhart Community Schools	0630	0514	Daly Elementary School	OELI
Elkhart Community Schools	0255	0085	Osolo Elementary School	OELI
Elkhart Community Schools	0255	0305	Pinewood	OELI
Gary Community School Corp	0255	0309	George Washington Elem School	OELI
Goshen Community Schools	0255	0310	Model Elementary School	OELI
Goshen Community Schools	0255	0317	Waterford Elementary School	OELI
LaPorte Community School Corp	6060	6473	Indian Trail Elem Sch	OELI
LaPorte Community School Corp	6060	6465	Riley Elementary School	OELI
Logansport Community Sch Corp	6060	6485	Fairview Elementary School	OELI
Logansport Community Sch Corp	2305	1765	Landis Elementary School	OELI
M S D Southwest Allen County	2305	1769	Haverhill Elementary School	OELI
M S D Southwest Allen County	2305	1693	Lafayette Central Elem Sch	OELI
M S D Steuben County	2305	1617	Carlin Park Elementary Scho	OELI
M S D Steuben County	2305	1773	Hendry Park Elementary Scho	OELI
M S D Washington Township	2305	1681	Crooked Creek Elementary Sch	OELI
M S D Washington Township	2305	1777	Fox Hill Elementary Sch	OELI
M S D Washington Township	2305	1789	Harcourt Elementary School	OELI
M S D Wayne Township	2305	1673	Maplewood Elementary School	OELI
M S D Wayne Township	2305	1785	Stout Field Elementary Scho	OELI
Medora Community School Corp	2305	1801	Medora Elementary School	OELI
New Albany-Floyd Co Con Sch	2305	1817	Pine View Elementary School	OELI
North Adams Community Schools	7995	8261	Monmouth Elementary School	OELI
North Adams Community Schools	7995	8265	Northwest Elementary	OELI
North Adams Community Schools	7995	8225	Southeast Elementary School	OELI
North Miami Community Schools	7995	8376	North Miami Elem School	OELI
Paoli Community School Corp	7995	8285	Throop Elementary School	OELI
Penn-Harris-Madison Sch Corp	7995	8293	Elm Road Elementary School	OELI
Perry Central Com Schools Cor	7995	8309	Perry Central Elem School	OELI
Plymouth Community School Cor	7995	8317	Jefferson Elementary School	OELI
Portage Township Schools	7995	8353	George L Myers Elem Sch	OELI
Portage Township Schools	7995	8281	Rowena Kyle Elementary Scho	OELI
Rensselaer Central School Cor	7995	8229	Monnett Elementary School	OELI
Richmond Community School Cor	7995	8357	Baxter Elementary School	OELI
Seymour Community Schools	7995	8365	Cortland Elementary School	OELI
South Bend Community Sch Corp	0235	0141	Edward Eggleston Elem School	OELI
South Bend Community Sch Corp	0235	0149	Henry Studebaker Elementary	OELI
South Central Com School Corp	0235	0136	South Central Elem School	OELI
Union Co/Clg Corner Joint Sch	0235	0137	Union Elementary School	OELI
Whitley Co Cons Schools	0235	0213	Mary Raber Elementary Schoo	OELI
Whitley Co Cons Schools	0235	0253	Northern Heights	OELI
Whitley Co Cons Schools	0235	0249	Washington Center School	OELI
Lafayette School Corporation	0235	0257	George R Durgan Elem Sch	OELIK
Indianapolis Public Schools	0235	0265	??	PREK
Lake Station Community School	4225	3413	Virgil I Bailey Elem Sch	PREK
Michigan City Area Schools	2475	2125	Coolspring Elementary Schoo	PREK
Michigan City Area Schools	2475	2082	Edgewood Elementary School	PREK
Michigan City Area Schools	2475	2127	Joy Elementary School	PREK
Michigan City Area Schools	1820	1329	Knapp Elementary School	PREK
Michigan City Area Schools	4690	4161	Marsh Elementary School	PREK
Michigan City Area Schools	2315	1633	Mullen Elementary School	PREK
Michigan City Area Schools	2315	1843	Niemann Elementary School	PREK
Michigan City Area Schools	2315	1641	Park Elementary School	PREK

Michigan City Area Schools	2315	1849	Pine Elementary School	PREK
Michigan City Area Schools	1010	0825	Springfield Elementary Scho	PREK

Appendix B

Features of Early Literacy Interventions

Appendix B

A List and Description of Program Features By Category

In addition to organizing the features into the five categories, we describe each feature using a four-point analysis.

- In the *definition* section, the feature is described in sufficient detail to define it, without considering effects, implications, or costs.
- The *description* section allows additional material relating to the feature to be presented: this material may include examples, implications, historical background, a short list of features it is often associated with, and any other information helpful in understanding its likely costs and intended effects.
- The *costs* section spells out what kinds of costs are likely to be associated with the feature, how flexible those costs are depending on implementation, etc.
- The *outcomes* section states which outcomes this feature is most commonly associated with.
- Finally, the *example(s)* section indicates in which program(s) the feature is most prominent. Descriptions of programs, from which program features may be derived can be encountered in the following books: Tierney et al., 1995; NWREL, 1998; Talley & Martinez, 1998.[1]

The advantage to analyzing programs on the level of features is that this method provides a specific and comparatively precise way of linking interventions to outcomes. It enables a logical prediction of the likely effects of an intervention, which can then be verified by consulting empirical research. Ultimately, this analysis could help planners choose, design, and adapt interventions to fit their schools' needs.

Professional Development Features

Professional development is gaining increased recognition as a vital aspect of schools and interventions. In short, the effect of professional development is the increased likelihood that teachers at a site consistently integrate the school's existing philosophy in general, and an intervention's theoretical base in particular, with actual classroom activities. It is thus tightly linked with the theoretical base, and often times the two inform each other, especially in situations where schools develop their own programs.

Without a site-based, ongoing professional development component, the successful implementation of an agreed-upon theoretical or philosophical approach is threatened. This is true of any group of professionals with a common set of goals, but it is especially important in schools where once teachers are behind the closed doors of the classroom, they teach according to their best judgment. Professional development will enhance the "buy into" effect, making teachers believe more in what the school as a whole is doing, especially when they perceive themselves participating in their school's values. Professional development also gives teachers venues of addressing concerns, asking questions, and talking about successes and problems. Without it, teachers, classrooms, and ultimately students may not get the support and structure that they need.

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[1] References cited in the appendices are listed in the References list, beginning on page 70.

Because professional development is a part of the foundation of a program, it affects outcomes only indirectly. Professional development defines and maintains the theoretical base, which in turn affects and even generates specific primary features, that is, classroom instruction, organizational/structural, and parent component features. Thus, while it is crucial to outcomes, it does not directly affect them. For example, a "certified specialist" feature is not in itself likely to affect Decoding A. In a Success For All school, however, a certified specialist feature will help teachers carry out the theoretical base through classroom instructional features, and the teacher practicing those features will directly affect Decoding A. A certified specialist in a full day kindergarten program, however, will ultimately affect Emergent Literacy, and a Reading Recovery specialist will likewise ultimately affect Decoding B. The certified specialist component, then, helps teachers affect the outcomes they are targeting.

Certified or university training

- *Definition*: Intervention requires some sort of official affiliation, effected either through university attendance or another certification process.
- *Description*: Creating this threshold to entry has the dual effect of allowing only committed school systems to participate and ensuring a certain degree of consistent background among implementing schools—namely, the certification process. Both of these effects should make implementation across schools more consistent and improve the long-term solvency of the program.
- *Costs*: Very high.
- *Outcomes*: Indirect.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success for All (Slavin et al., 1990).

Certified specialist

- *Definition*: As a part of the intervention, a certified specialist comes to the school to help implementation by training teachers and other participants.
- *Description*: The certified specialist often performs the role of a consultant, ensuring that program implementation is in accordance with the official program design.
- *Costs*: Depending on the degree of involvement and duration of the commitment, this feature can be moderately to very expensive.
- *Outcomes*: Indirect.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success For All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

In-service workshop

- *Definition*: An expert in a particular topic gives a workshop for the teaching staff.
- *Description*: A long-time staple of professional development in schools, this feature has come under fire for not being followed up and thus not having any sustained or meaningful impact. Placed in a more comprehensive program of professional development, however, such workshops could be of benefit.
- *Costs*: Inexpensive, since they are one-time-only events, requiring funds to pay the presenter and teacher salaries for one session.
- *Outcomes*: Indirect.
- *Example(s):* Success for All (Slavin et al., 1990).

Networking

- *Definition*: Teachers meet with teachers from other sites participating in the same intervention.
- *Description*: Networking enables schools to maintain a dialogue with each other about the intervention—its effects, problems, etc. This feature provides greater consistency of implementation across a region and increases the net of support available to teachers.
- *Costs*: With the increasing availability of e-mail, the circulation of specialists throughout a region, and the convenience of other methods of communication, such as traditional mail, phones, and faxes, networking has never been easier or cheaper. Its primary expense is the amount of time teachers spend actually doing it.
- Outcomes: Indirect.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998).

Ongoing support

- *Definition*: Teachers have regular ongoing support from any number of sources about the intervention.
- *Description*: This may or may not include a certified specialist, but what it does involve is regular, ongoing professional development time devoted to the intervention—questions, peer observations, discussions, training on relevant topics, etc. An example is Reading Recovery's regular meetings with Reading Recovery teachers and trainers, which ensures consistent implementation of the various Reading Recovery features.
- *Costs*: High.
- *Outcomes*: Indirect.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success for All (Slavin et al., 1990).

Implemented Theoretical/Philosophical Features

The features in this category have an indirect relationship with outcomes, but they are vital in both determining which other features become a part of the program, and they maintain the program's integrity over time by establishing clear priorities and specific methods. Without a strong theoretical base, programs are more likely to come and go, having little long-term effect. The reason for this dissipation is that without a theoretical base, it is difficult for teachers all to use the same methods with the same emphases, classroom to classroom, year to year. Consistent long-term implementation of a program requires ongoing communication, which requires professional development, and some kind of intellectual structure, which the theoretical base provides.

Most existing interventions, such as Reading Recovery, Success For All, and the Four-Block Method have a strong theoretical base. Professional development time becomes a necessary factor in communicating that theoretical base to teachers and teaching them how to implement it (i.e., through other features, such as classroom instructional methods, etc.). For those schools that create their own interventions, a theoretical base is equally important.

As with features in the Classroom/Instructional category, Philosophical/Theoretical features have no costs associated with them directly. Having a Whole Language approach costs nothing until it is implemented through other features, and then it is those features—trade books, parent literacy training, etc.—that have costs.

Developmental:
- *Definition*: This theory approaches teaching literacy acquisition through the *child's* concepts of grammar and linguistics.
- *Description*: A child-centered model based initially on the work of Piaget, and more recently the work of Russian psychologist Vygotsky has become influential. Rather than teaching literacy according to a "correct" or "transmission" model, it exercises and guides children's metacognitive strategies, helping children develop adult literacy on their own through guided experimentation and trial and error. Teachers try to keep students within what Vygotsky termed the "Zone of Proximal Development," a place where the students are in familiar enough territory to function, but where enough is unfamiliar that they are stimulated to grow. Note: this approach differs from a Student Empowerment approach in that it is still teacher-led. The hallmark of this approach is the interactivity between teachers and students as they negotiate the direction of learning. On the whole, this approach is largely consistent with most other approaches and indeed is a staple of the American education system.
- *Costs*: NA.
- *Outcomes*: Emergent Literacy, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); ELLI (OSU, 1998); Full Day Kindergarten (Humphrey, 1988).

Learning community:
- *Definition*: An institution-wide effort to make all individual learning occur within a community environment, where individuals perceive themselves as members of a group, and in which other individuals are seen as peers and potential supporters.
- *Description*: This theory attempts to partially dismantle the gap between educators and students, with teachers participating in the learning and students participating in the direction of the learning. Advocates also insist on the collaboration of parents, principles, and administrators, a collaboration which is designed to ensure the common sense of purpose and growth. A functioning

learning community enhances the chances of a consistent and coherent school philosophy.

- *Costs*: NA.
- *Outcomes*: Emergent Literacy, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* ELLI (OSU, 1998).

Phonological awareness:

- *Definition*: A systematic approach to teaching directly the relationships between oral and written language.
- *Description*: Phonics is the most famous component of this approach, and the two are often treated synonymously in popular parlance. But Phonological Awareness is a broader category than Phonics, which properly is the relationship between letters and sounds. Phonological Awareness encompasses all aspects of the relationships between sounds and written language. For example, the knowledge that "The cat is running" has four words (many young children will say there are two: "thecat" and "isrunning") is a kind of phonological awareness. More generally, children must be able to distinguish between sentences, words, syllables, and phonemes (individual sounds) before they can even use Phonics or for that matter decode. Because phonological rules are established—that is, some utterances are correct and others are not—and because phonology is so complex, advocates of this approach argue that phonology should be taught systematically and directly, rather than indirectly. Its rules should be taught, not discovered. As one of the two great contenders in the reading wars of the past several decades (Whole Language is the other), Phonological Awareness has gained momentum especially in the early stages of reading instruction. (See also Whole Language.)
- *Costs*: NA.
- *Outcomes*: Emergent Literacy, Decoding A.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); Full Day Kindergarten (Humphrey, 1988).

Self-extending system:

- *Definition*: The program attempts to instill in children the rudiments of a system of learning that each student will take over.
- *Description*: The ultimate goal of M. M. Clay's method and one of the key theories driving Reading Recovery, this system will empower the student to continue expanding metacognitive strategies and horizons, enabling Vygotskian development to take place guided increasingly by the student's desire and ability, rather than by instructor direction. The approach is consonant with both a Whole Language and Developmental philosophies, but it more directly addresses the need for a bridge between Decoding A and Critical Literacy. That bridge is Decoding B, specifically designed for this purpose: to build a network of strategies of increasing sophistication aimed at meaning getting. It combines the instructional paradigm of word attack with the meaning orientation of Whole Language, resulting in what might be called, "meaning attack." With this in place,

the implementation of a student empowerment approach should become less risky.

- *Costs*: NA.
- *Outcomes*: Decoding B.
- *Example(s):* Reading Recovery (Clay, 1991).

Student empowerment:

- *Definition*: Students are encouraged to take charge of their own education.
- *Description*: Students can take charge of their education through features/activities such as selecting their own reading materials, devising their own written assignments, creating their own interpretations, etc. The intended benefits of this feature are as follows: (a) students begin to love learning, because it is important to them; (b) students learn how to learn, because they are given opportunities to do so and because they have the motivation to do so. In short, education becomes much more meaningful, and students push themselves to levels of achievement not likely in a less student-centered approach. By fostering responsibility early on, students are also prepared for life, where they will be responsible for their conduct and performance in jobs, marriage, etc. The possible downside of this approach is the chance that students will pursue only topics of immediate interest at the expense of less interesting but equally important topics, that they will choose activities that are below or above their skill level, that they will not teach themselves how to learn well, and/or that the benefits of this method are hard to measure, since students in part develop their own curriculum. Note that this approach is highly dependent on level of implementation, which requires significant teacher training, planning, record-keeping, etc.
- *Costs*: NA
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Thematic units:

- *Definition*: A deeply meaning-oriented approach, this approach teaches literacy (and a great number of other intellectual disciplines) within the context of a theme, e.g., Ancient Egypt.
- *Description*: This feature illustrates that some theoretical/philosophical approaches are less fundamental and more instruction-oriented than others. Where a Developmental approach touches on nearly everything in a student's early career, Thematic Units is more concentrated. Nevertheless, it is a theory because it generates features in several other categories. It usually leads to a multidisciplinary, multimedia, content-driven curriculum. It is commonly associated with Whole Language, though it could work well also with several other approaches.
- *Costs*: NA.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* ELLI (OSU, 1998); Success for All (Slavin et al., 1990).

Whole Language:

- *Definition*: Whole Language emphasizes that all communication, including written, must be meaningful, and any approach to teaching literacy must be meaning-oriented.
- *Description*: Whole Language is one of the two great contenders (the other is Phonics, now Phonological Awareness) in the decades-old reading wars. As a philosophy, it rejects "unnatural" and "boring" approaches to teaching reading, such as Phonics and basal readers, in favor of holistic approaches. These specific approaches usually include Phonics, but it is usually taught in a more meaning-oriented and less systematic context. At the same time, it emphasizes that literacy is acquired through a complex psycholinguistic process, which is often best helped along through indirect and environmental means rather than through more direct methods of instruction. (See also Phonological Awareness.)
- *Costs*: NA.
- *Outcomes*: Emergent Literacy, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Organizational/Structural Features

Features in this category have to do with the way the intervention is physically and materially organized. Features that limit the age or ability of participants, the placement of chairs in the room, and the types of books used are all in this category. They directly influence outcomes as well as classroom instruction features.

The features in this category are a key source of costs in interventions, because the structure or organization of a program determines teacher time, paraprofessional time, materials purchasing, physical remodelling, etc.

Ability grouping:

- *Definition*: Groups of students are selected on the basis of shared ability, rather than age or other factors.
- *Description*: Ranges from a far-reaching radical restructuring of a school, as in Success For All, where students switch between traditional age classes and ability-based classes, and simply identifying a problem that a number of students have and temporarily pulling them together long enough to address the problem.
- *Costs*: depending on the size of the groups, this feature could have a variable impact on teacher time. Small groups might require extra teachers or paraprofessionals.
- *Outcomes*: Decoding A, Comprehension
- *Example(s):* Success for All (Slavin et al., 1990).

Basic reading ability assumed:

- *Definition*: Program takes for granted a basic ability to read simple texts and is designed to improve and deepen that ability. It also assumes Emergent Literacy or Reading Readiness.

- *Description*: This is a feature of targeted interventions, such as Reading Recovery, which are not comprehensive school reforms, but rather which seek to limit eligibility, entry, instructional methods, and outcomes to maximize a certain kind of impact.
- *Costs*: This feature is essentially an assumption, and as such, is free. Its existence may bring down the cost of a program, in fact, by limiting its operations, and thus expenses. For example, with this assumption, the intervention does not have to provide for emergent literacy materials, such as a literacy rich environment, early reading books, etc. Of course, those operations will have to be compensated for elsewhere.
- *Outcomes*: Decoding B, Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991).

Basal readers:

- *Definition*: Program uses a series of graded readers, usually constructed with controlled vocabulary and syntax.
- *Description*: Basal readers have a key advantage and a key disadvantage. The advantage to basal readers is that they help control instruction by making it consistent, predictable, and comprehensive (e.g., they ensure children read from all genres and read from books of increasing difficulty). They have also been bitterly criticized by the Whole Language movement because they take choice away from children and allegedly drain the pleasure out of reading. The risk of going to a more choice oriented reading program is that children will read only from one genre (e.g., short fiction) or will read only easy books. Cunningham (1991), the originator of the Four-Block Method advocates mixing the two approaches, fostering a love of reading with comprehensiveness of reading instruction. Basal book publishers have also recently striven to make stories more natural and interesting to students, in spite of the controlled vocabulary.
- *Costs*: Purchasing the books from the publisher can be a significant expense. Mitigating this expense are the long-term use schools can get from the one-time expense, the fact that schools already budget for books, and the fact that teachers will likely require less preparation time, since basal readers usually have a pre-scripted course. Combining basal readers with a more student-centered approach, however, can add significant costs as this combination will also require the purchase of trade books.
- *Outcomes*: Decoding A, Comprehension.
- *Example(s):* Four-Block Method (Cunningham, 1991); Success For All (Slavin et al., 1990).

Child-initiated learning centers:

- *Definition*: Curricular/topical materials are kept in a central area, allowing children to choose the materials that interest them most.
- *Description*: This is one of several features that relates to the dilemma between more choice, which enhances student empowerment and motivation, and more structure, which effects greater consistency and comprehensiveness of learning. Programs that try to balance these two might include basal readers or worksheets to address the dilemma. A more traditional Whole Language program might couple this feature with similar content-oriented, student-centered features, such as silent individual reading, essays, theme-based learning, interpreting/discussion, etc.
- *Costs*: This feature is more a way of organizing existing materials than it is purchasing new ones, and so may not be expensive. If it is a part of a restructuring of the classroom, the adaptation could require some expenses, such as physical remodeling, an upgrade of existing materials, etc.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* ELLI (OSU, 1998).

Classroom-based:

- *Definition*: Program works with class as a whole, rather than with individuals in tutorial or small-group settings.
- *Description*: Most classes are already organized in this way. It is most compatible, then, with teacher centered instruction, and it will help to maintain consistency of instruction at the level of the class. Instruction will affect the class at a whole, rather than individually, as with one-on-one tutoring. It remains the most effective way to improve outcomes (such as test scores) for the whole class, although it may leave some students behind.
- *Costs*: Because most classes are already organized in this way, the feature need not cost anything in itself. As a part of a comprehensive effort at school restructuring, as in Success For All, additional costs may be accrued.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension.
- *Example(s):* Success For All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Diagnostic procedures:

- *Definition*: Program uses at least a partially explicit set of criteria and/or methods to evaluate individual children's abilities and needs prior to or during participation in the program; this information is used primarily for placement.
- *Description*: Diagnostic procedures are used to determine eligibility for placement, and they may help schools identify places that children are slipping through cracks in addition to providing a relatively objective means of selection.
- *Costs*: Diagnostic procedures are often little more than administering a test during class time, and so may add little to no cost. Some methods of diagnostics are more involved, however, as in "Roaming around the known" in Reading Recovery, in which teachers and students spend a full week establishing rapport as the teachers collect information about the student's individual knowledge and needs.

- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Grade limit:

- *Definition*: Program excludes certain grades from participating, targeting a specific age group; e.g., Reading Recovery is only used in the first grade.
- *Description*: Grade limit is similar to basic reading ability assumed in that it defines the program by setting limits—in this case by age—that enable to the program to focus on a targeted outcome, approach, population, etc. Full-day kindergarten is a classic example.
- *Costs*: As with the basic reading ability assumed feature, the limiting itself does not add costs necessarily, though adapting existing circumstances to meet it may require some expenditures.
- *Outcomes*: Emergent Literacy, Decoding B.
- *Example(s):* Reading Recovery (Clay, 1991); Four-Block Method (Cunningham, 1991), Full Day Kindergarten (Humphrey, 1988).

Literacy rich environment:

- *Definition*: Program promotes literacy acquisition by promoting an environment that encourages literate activity.
- *Description*: Examples include wall decorations, such as signs, recipes, pictures with captions, etc.; a well-stocked library; and any environmental feature that reinforces print concepts and encourages reading.
- *Costs*: environmental changes can range from inexpensive to quite expensive, depending on the materials in the environment and the teacher time required to put them there. Pasting certain assignments on the walls upon completion can be quite inexpensive, while stocking a quality library in each room can be expensive. Since most schools use a combination of these alternatives, costs are probably moderate, with considerable flexibility built in.
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s): ELLI* (OSU, 1998); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); Full Day Kindergarten (Humphrey, 1988).

One-on-one tutoring:

- *Definition*: Tutoring between a teacher or paraprofessional and one student.
- *Description*: One-on-one tutoring enables classroom instructional features such as paired reading, ongoing written observations, Vygotskian developmental approaches and is a staple of Reading Recovery as well as an additional method of intervention for students not achieving in classroom-based interventions, such as Success for All. It has been proven as a highly effective method of reaching struggling individuals, but its great expense confines it to a limited role, making classroom-wide improvements unlikely.

- *Costs*: Costs are high for this feature, because teachers can only see so many students in a day. Costs can be even higher, though: since individualized attention is the point of this feature, programs often seek to maximize this benefit by individualized record-taking, diagnostic procedures, etc. Thus hand-in-hand with this feature is often an increased amount of teacher time during which teachers are not teaching *any* students.
- *Outcomes*: Emergent Literacy, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Full Day Kindergarten (Humphrey, 1988).

Ongoing written observations:
- *Definition*: Teachers keep records of and track progress on students' activities, books read, etc., on an individual basis.
- *Description*: The records describe what goes on in tutorials, and often include information about how kids are progressing as determined by simple tests, e.g., how many familiar words can the student read from a list in a minute. These records focus on specific activities and their direct results, rather than scores on tests or assignments. Specific examples include proficiency checklists, teacher-kept journals, and "running records."
- *Costs*: Costs vary depending on the amount of teacher time per student is required by the observations. Thus time is a function of the amount of information kept (checklists are quicker than journals) and the number of students observed.
- *Outcomes*: Decoding A, Decoding B, Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Pull-out program:
- *Definition*: The program identifies a subset of children from the whole class, and that subset alone participates in the program.
- *Description*: Participation may come either during normal class hours or in some kind of extended program, such as full day kindergarten or summer school. As with other features in the same class—grade limit, basic reading ability assumed—this feature limits and defines the methods, population, and outcomes targeted by the program.
- *Costs*: In itself it costs little, requiring only some kind of placement decision. Inasmuch as it is associated with more expensive features, however, such as one-on-one tutoring and small groups, pull-out programs tend to be expensive.
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991).

Reading canon:
- *Definition*: This is a complete list of books accepted by the program, a list often graduated for difficulty, but not necessarily a basal series. Books not on the list are excluded from the program.
- *Description*: A reading canon is an interesting alternative to a basal series, and it is the approach taken in Reading Recovery. The books are themselves trade

books, and thus fit into a literature-based curriculum. At the same time, they are controlled for content and difficulty, enabling a certain measure of consistency and comprehensiveness across sites.
- *Costs*: Stocking libraries is expensive, and requiring each intervention to have a pre-defined library as its sole source of books might lead to heavy expenses, depending on how many of the books on the list the school already owns.
- *Outcomes*: Emergent Literacy, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991).

School-wide program:
- *Definition*: The program extends beyond individual students, classes, or grades. The school as a whole adopts a plan and implements it.
- *Description*: This feature usually involves a comprehensive change to nearly every level of school operations. It may take years to implement. It offers, however, a central school philosophy, professional development, and coherently designed organizational/structural features and classroom instruction features. This comprehensive approach, if implemented properly, can lead to significant long-term gains, as students benefit from a single, consistent approach to the curriculum over time. Examples are Success For All, Accelerated Schools, and Montessori schools, all of which have documented significant long-term gains maintained over years, in spite of having little else in common.
- *Costs*: Extremely high.
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* ELLI (OSU, 1998).

Small groups:
- *Definition*: Children work together in small groups, either led by a teacher/ paraprofessional or led by the students themselves.
- *Description*: The small groups feature can be flexibly employed for a variety of reasons. As an option for increasing individual attention, it is a less expensive and less effective alternative to one-on-one tutoring (Juel, 1996). If the groups are student-led, this feature can be used in a program emphasizing student empowerment. Small groups can be associated with ability grouping, either a long-run grouping or even ad hoc groups that teachers put together to address a common problem shared by several students. Look for this feature to increase as schools go from half day to full day kindergarten.
- *Costs*: Small groups need not cost any extra, if teachers simply break existing classes into, for instance, four groups and circulate around the room. The more small groups are used to increase individual attention, however, the greater the likelihood that extra help—teachers or paraprofessionals—will be required.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998); Full Day Kindergarten (Humphrey, 1988).

Supplementary learning:

- *Definition*: Students spend extra time at school, focusing on essentially the same things they are doing in regular classes, but simply getting more time to do them.
- *Description*: This is not a derogatory category: all children need certain print experiences, linguistic abilities, and/or other environmental factors before they can really benefit from literacy instruction typically found in the first grade. For students who have less of this type of experience, Supplementary Teaching is designed to address that need. Extended day kindergarten and summer schools are environments well-suited for this.
- *Costs*: Supplementary learning costs can be quite high. In addition to requiring substantial extra teacher time, the costs of materials can escalate. If additional physical structures are required, such as the building of a new kindergarten classroom, costs can climb even further.
- *Outcomes*: Emergent Literacy, Decoding A.
- *Example(s):* Full Day Kindergarten (Humphrey, 1988).

Systematic learning:

- *Definition*: The program uses a comprehensive and sophisticated structure or set of structures that may allow for some individual flexibility, but which ultimately unify and organize the instruction.
- *Description*: Systematic learning tightens the link between features in the implemented theoretical/philosophical category and features in the organizational/structural category. This linkage organizes not just the classroom instruction features, but also the curriculum, outcomes measures, and even professional development. This is not to say that it is inflexibly rigid, though this feature may be incompatible with certain empowerment approaches like learning community or student empowerment. The feature should effect greater consistency among classroom instruction, grade levels, and outcomes measures. It is clearly visible in Success For All and arguably Reading Recovery.
- *Costs*: Systematic learning requires a strong theoretical base, considerable planning, and would likely benefit from an active professional development component, all of which will push up its costs. Once it is implemented, however, maintenance costs need not be high. In addition, once implemented, the explicit nature of the feature lend it high replicability, making its implementation in nearby schools less costly.
- *Outcomes*: Decoding A, Decoding B, Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Trade books:

- *Definition*: Students read literature-based books, as opposed to books such as basal readers, which are constructed using controlled vocabulary and syntax.

- *Description*: A favorite of whole language approaches, trade books are the opposite extreme of basal readers. They offer children "authentic" and "natural" language, and are purported to be more interesting. For more on the advantages and disadvantages of trade books, see the entries on basal books and reading canons.
- *Costs*: Books are usually an expensive, one-time investment, though they can be used for many years, once purchased.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Classroom Instruction Features

Features in this category are related to the specific instructional methods used by teachers or other paraprofessionals in the intervention to teach children. These not only have a direct relationship with outcomes, but they also usually have the greatest direct impact on outcomes.

Many of these features have little to no costs associated with them. That is because they take place in a classroom with a teacher that have already been budgeted for. In other words, the structures in which the instruction takes place is where the costs become a factor, but the actual method of instruction itself is usually not a cost concern. Of course, without a classroom, there can be no classroom instruction.

Big Books:

- *Definition*: An oversize book that the students read together as a class in a participatory way.
- *Description*: Participation may include student actors, readers, drawings (which may be pasted into the book), etc. While many Big Books are commercially available, a Big Book does not necessarily have to be.
- *Costs*: Using Big Books requires multiple copies of each book in the classroom and a larger copy for the whole class to use. Beyond this expense, Big Books should not add any expenses.
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); ELLI (OSU, 1998).

Cooperative learning:

- *Definition*: Students work together in groups toward common or individual goals.
- *Description*: This instructional method groups students of mixed ability to collaborate on some kind of project. In additional to improving specific literacy outcomes, it may also improve students' social skills.
- *Costs*: No additional.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990).

Creative writing:

- *Definition*: Students write stories or other imaginative material on their own, sometimes with guidance.
- *Description*: Creative writing is a more advanced form of writing than journals. It requires the combined use of the imagination and structure. While it may not require the same level of ability in manipulating information as essays, creative writing assumes an ability to use (not just be aware of) story structures, e.g., that stories have a beginning, middle, and end, that they usually involve some sort of conflict and resolution, etc. (See journals and essays.)
- *Costs*: No additional.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Drama:

- *Definition*: Program participants stage a written selection, interacting directly with the text and situating themselves within it.
- *Description*: This feature, by involving students in acting, brings a multisensory aspect to reading. Because dramatic response requires translating a visual medium into motor and oral media, it requires an element of interpretation, emphasizing the distinction between reader and text, specifically the subjective response that readers bring from texts.
- *Costs*: No additional.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); ELLI (OSU, 1998).

Echo or choral reading:

- *Definition*: A variant of paced oral reading, except children also read out loud along with the adult.
- *Description*: As with paced oral reading, because fluent reading is the goal, mistakes are not corrected and reading proceeds at a steady, natural pace.
- *Costs*: No additional.
- *Outcomes*: Decoding A, Comprehension.
- *Example(s):* ELLI (OSU, 1998).

Essays:

- *Definition*: Students respond in a self-conscious, organized text to a reading, problem, situation, etc.
- *Description*: Essays are a form of writing more advanced than journals. They force writers to organize their thoughts and express them logically, coherently, even hierarchically. It raises the awareness that writing follows its own patterns of structure and that knowledge itself can be organized. (See also journals and creative writing.)
- *Costs*: No additional.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* ELLI (OSU, 1998).

Health education:

- *Definition*: The program uses improved health education and conditions as a means of indirectly improving instructional effectiveness.
- *Description*: One of the few classroom features that has an indirect relationship with literacy outcomes, the idea behind this feature is that healthy children will be more receptive to language (and any other) instruction.
- *Costs*: No additional, unless parents are involved (see "parent skills training" in the Parent Component section).
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension, Emergent Literacy.

Interpreting/discussion:

- *Definition*: Teacher-led class discussion of reading, with emphasis on meaning, interpretation, critical response, critical dialogue, self-expression, etc.
- *Description*: This feature is fairly advanced, and presupposes at least a certain level of comprehension. Look for it in Whole Language, student-centered interventions or interventions that target the critical literacy outcome. This feature deepens comprehension and critical response by involving children in a guided conversation, which requires response and the ability to articulate the response coherently.
- *Costs*: No additional.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Invented spelling:

- *Definition*: Children are taught basic spelling rules and are encouraged to write using those rules, without worrying about the correctness of the spelling.
- *Description*: This approach is used in a number of different programs. Its disadvantage is obvious, that is, that children are not learning (at least initially) to spell words correctly. The advantage to this approach, however, is that children are practicing writing in a rule-governed way. That is, they are generating words from rules, rather than from rote memory. Thus when they are introduced to correct spelling and the more complicated and irregular rules of spelling, they are cognitively prepared for them.
- *Costs*: No additional.
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B.
- *Example(s):* Four-Block Method (Cunningham, 1991).

Journals:

- *Definition*: Students record their thoughts and experiences in regular accounts, usually informal.

- *Description*: Journals are a way for students to practice the other crucial aspect of literacy: writing (reading is the pedagogically dominant first crucial aspect). By keeping journals, students gain comfort and familiarity with expressing themselves in a medium other than oral. The relative informality of journal-keeping and the familiarity of content make writing more non-intimidating than other forms of writing, such as essays and creative writing. (See also essays and creative writing.)
- *Costs*: No additional.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension, Critical Literacy.
- *Example(s)*: Four-Block Method (Cunningham, 1991).

Meaning context/predicting:

- *Definition*: Children are introduced to the story before they read, and are encouraged to try and predict the outcome or otherwise interact with story structures prior to and separate from the actual narrative experience.
- *Description*: This feature is common to many different interventions and is highly compatible with almost any approach. By focusing on meaning and structures, students are forced to bridge a number of different outcomes, including Decoding A & B, Comprehension, and Critical Literacy.
- *Costs*: No additional.
- *Outcomes*: Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990).

Multisensory activity:

- *Definition*: This approach emphasizes senses other than seeing and hearing to help students internalize the acts of reading.
- *Description*: Humans have five senses but depend disproportionately on sight and hearing, at least in school. This feature usually means the inclusion of the tactile sense—using a finger to trace letters, or to run under a line of text as it is read, clapping along as words are read—but it can also be generalized into some form of creative movement, e.g., dancing, drama, etc.
- *Costs*: No additional.
- *Outcomes*: Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Pacing oral reading:

- *Definition*: Adults read to children—one-on-one or in groups—with the children following along (guided perhaps by a finger running under the text as it is read).
- *Description*: Students struggling to read, if they only hear themselves reading, may not have any idea of what fluent reading actually sounds like. Slow speeds are not fluid, and fast ones can cause mistakes. The children associate written text with fluid spoken language.
- *Costs*: No additional.
- *Outcomes*: Decoding A, Comprehension.

- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); Full Day Kindergarten (Humphrey, 1988).
- *Example(s):* ELLI (OSU, 1998).

Paired reading:

- *Definition*: The program puts two people together (of usually different abilities) to read. The stronger partner helps the weaker read.
- *Description*: Usually the emphasis is not on error correction, but rather helping with reading fluency. It was originally designed as a way of educating parents to read with their kids in a maximally productive way, but has since been extended to include paraprofessionals and even student peers.
- *Costs*: No additional.
- *Outcomes*: Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); Full Day Kindergarten (Humphrey, 1988).

Reading drills:

- *Definition*: Program drills the participants on reading sub-skills, using specifically targeted, repetitive, and analytic exercises, e.g., flashcards with words all beginning with the same consonant.
- *Description*: Drills are a means of enabling students to practice and internalize what they have learned. While not the most glorified or appreciated of features, reading drills offer a way of strengthening students skills in certain highly abstract, systematized areas as phonics and grammar.
- *Costs*: No additional.
- *Outcomes*: Decoding A.
- *Example(s):* Full Day Kindergarten (Humphrey, 1988).

Scaffolding:

- *Definition*: Teachers model a complex activity to show students how to perform the activity; then, the activity is repeated with less and less teacher input as students perform the activity independently.
- *Description*: This method enables children to learn how to do complex tasks. Simple directions may be insufficient to explain how to do such tasks. Scaffolding is used for more "high level" tasks and would make little sense, for instance, in a skills-oriented lesson such as phonics.
- *Costs*: No additional.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s)*: ELLI (OSU, 1998).

Self-selected reading:

- *Definition*: Students, rather than teachers, choose which books they read.
- *Description*: An approach compatible with student empowerment, self-selected reading dramatically increases the chances that children will like what they read, improving the chances of students habitually reading for pleasure. On the down side, if children choose books only from one genre, or consistently choose books that do not challenge them, then this approach may actually hinder reading outcomes. However, it does not seem that many schools are so extreme; including self-selected reading in an overall reading program should be sufficient to reap the benefits of the approach without endangering reading achievement.
- *Costs*: No additional.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Four-Block Method (Cunningham, 1991).

Silent individual reading:

- *Definition*: Children have time of their own to read silently, usually scheduled daily.
- *Description*: Teachers may or may not circulate, providing structured tutorial/individualized guidance or simply answering incidental questions. A staple of Whole Language and student-centered approaches, silent individual reading gives children the chance to practice independently what they have learned. Typically children may choose which materials they use, which again brings up the choice/comprehensiveness dilemma (see basal readers in the Structural/Organizational section).
- *Costs*: No additional.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Storytelling:

- *Definition*: Teacher reads stories out loud to students, usually in a classroom setting, rather than in a tutorial setting.
- *Description*: Storytelling is a near-universal staple of early reading instruction. It has two primary benefits: it makes children aware of the benefits of reading—that it is fun, exciting, etc.—even as it models reading—e.g., what texts sound like when read aloud and how to respond to their content.
- *Costs*: No additional.
- *Outcomes*: Emergent Literacy, Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); Full Day Kindergarten (Humphrey, 1988); ELLI (OSU, 1998).

Student teams:

- *Definition*: Students form teams and address problems or passages together, without much direct guidance from the teacher.

- *Description*: Consonant with features like paired reading and small groups, student teams are a means of improving problem-solving skills, empowering students, and fostering cooperation and collaborative skills. Teams can be as small as two, or they can be much larger. Usually, students within groups are of diverse abilities.
- *Costs*: No additional.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Writing mechanics: **[revising, editing, capitalizing periods, etc.]**
- *Definition*: This features comprises activities that call attention to the rules and mechanics of writing.
- *Description*: Particular activities might include revising texts to make sure, for example, that all of the sentences have periods, and all of the sentences begin with a capital letter. Editing can range from simple and mechanical to more complex revisions.
- *Costs*: No additional.
- *Outcomes*: Decoding A, Decoding B, Comprehension.
- *Example(s):* Four-Block Method (Cunningham, 1991); Success for All (Slavin et al., 1990).

Worksheets/workbooks:
- *Definition*: Students fill out worksheets.
- *Description*: Usually skills-oriented, worksheets provide an inexpensive way for students to practice what they have learned. Their use may also free up teachers' time to concentrate on other tasks, such as small group instruction.
- *Costs*: Inexpensive.
- *Outcomes*: Decoding A, Comprehension.
- *Example(s):* Full Day Kindergarten (Humphrey, 1988); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Parent Involvement Features

Parent component features have two primary effects. The first is that they can directly affect outcomes. The second is that they can reinforce classroom instruction. The parent component can have features from a wide range of choices, ranging from inexpensive to extremely expensive. In the final analysis, a well-designed parent component can extend learning experiences out of the classroom and into all facets of a child's life.

Advocacy:
- *Definition*: Program assists parents in advocating for their children to teachers or governmental agencies.

- *Description*: the program may intervene on behalf of children or schools over such issues as placement decisions, teacher perceptions of individuals, etc. This feature is often used to assist parents who do not understand how to work within the school system.
- *Costs*: Vary depending on number of cases and how long the advocacy is required.
- *Outcomes*: NA.
- *Example(s):* Carolina Abecedarian (Campbell & Ramey, 1994).

Book distribution:
- *Definition*: The program distributes books to households that may have few.
- *Description*: Book distribution can occur in a number of ways. Lending library books is one way, and many schools also give books to families. A third route is to send home "book sacks," which contain a book and optional advice on how to share that book with the child.
- *Costs*: Anything dealing with books can be expensive, especially if the school gives books away.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension.
- *Example(s):* ELLI (OSU, 1998).

Family literacy:
- *Definition*: The program provides literacy instruction to entire families.
- *Description*: Children of illiterate parents are particularly at risk of not learning to read. This feature addresses both adult illiteracy and literacy acquisition of the school-aged children at once in a comprehensive program.
- *Costs*: Very high.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension.
- *Example(s):* Benjamin & Lord, 1996; Even Start (Connors-Tadros, 1996).

Health care assistance:
- *Definition*: Assisting parents in providing children with health needs.
- *Description*: This assistance may include fortified formulas, diapers, medical care, meals, nutrition assistance, mental health referrals, chemical dependence referrals, dental care, etc.).
- *Costs*: While costs will vary according to the numbers of families involved and the numbers of services provided, costs for this feature will likely be high.
- *Outcomes*: NA.
- *Example(s):* Carolina Abecedarian (Campbell & Ramey, 1994).

Paired reading (see paired reading in the Classroom Instruction category)

- *Definition*: The program puts two people together (of usually different abilities) to read. The stronger partner (here, the parent) helps the weaker read.
- *Description*: This feature is no different here than it is in the Classroom Instruction category. It is a very common parent feature, and many interventions require the parents to sign a contract promising to spend a specified amount of time reading with their child every night. In addition to affecting reading outcomes directly, this feature will also affect them indirectly by reinforcing classroom instruction features.
- *Costs*: No additional, unless training is required.
- *Outcomes*: Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991).

Parent awareness:

- *Definition*: The program keeps the parents informed of program features and events through outreach efforts.
- *Description*: Examples might include informational nights, newsletters, etc. As with parent conferences, this feature's relationship to outcomes may be indirect: increased awareness may help the parents reinforce classroom instruction. One common example is parent attendance in classroom activities.
- *Costs*: Low.
- *Outcomes*: NA.
- *Example(s):* Success for All (Slavin et al., 1990); ELLI (OSU, 1998).

Parent conferences

- *Definition*: Teachers meet directly with parents to discuss student progress.
- *Description*: The primary benefit to outcomes in this feature may be indirect. The communication between teachers and parents in this feature will help the parents reinforce classroom instruction—by keeping an eye on their child at homework time, by helping their child out with a specific problem, etc.
- *Costs*: Costs here are determined by the amount of time teachers spend with parents and the number of students they have.
- *Outcomes*: NA.
- *Example(s):* Benjamin & Lord, 1996.

Parent participation in curricular instruction

- *Definition*: Parents participate in the construction of the curriculum.
- *Description*: This feature is compatible with the learning community feature described in the Theoretical/Philosophical category above. By participating, parents involve themselves more in the school community, reinforcing the school at home and the home at school.
- *Costs*: No additional.
- *Outcomes*: Vary.
- *Example(s):* Benjamin & Lord, 1996.

Parent professional assistance

- *Definition*: The program provides job seeking assistance to parents.
- *Description*: Parents are provided with job training, including GED preparation, job seeking skills (e.g., interviewing techniques, resume-building).
- *Costs*: Vary. If the program provides a one-time workshop open to parents, then costs would be relatively low. On the other hand, one-on-one counseling or assistance could be more expensive.
- *Outcomes*: NA.
- *Example(s):* Even Start (Connors-Tadros, 1996).

Parent skills training:

- *Definition*: The program provides parenting instruction to families.
- *Description*: Similar to family literacy, and often combined with it, parent skills training also addresses the family as a system. Parents are educated with regards to health, teaching their children, and other needs.
- *Costs*: One of the debates central to this feature is to what degree schools should intervene. At one extreme, the family may lose its sense of autonomy and feel invaded, and at the other, the parents receive no training at all. Depending on how schools negotiate this dilemma in implementing this feature, costs can vary.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension.
- *Example(s):* Success for All (Slavin et al., 1990); Even Start (Connors-Tadros, 1996).

Parent volunteers:

- *Definition*: Parents volunteer their time to participate in programs.
- *Description*: The tremendous variety of ways parents can participate in schools makes assigning outcomes difficult. Parent can act as paraprofessionals and participate in a paired reading feature, which may affect Comprehension, or they may act as babysitters on a field trip.
- *Costs*: Parent volunteers actually save staff by requiring fewer paraprofessionals or other staff.
- *Outcomes*: Vary.
- *Example(s):* Benjamin & Lord, 1996.

Reading instruction training:

- *Definition*: The program trains parents how to read with their children.
- *Description*: Parents often want advice or guidance in specific ways of reading with their children. This feature provides that advice. This can be done in any number of ways: ongoing parent training workshops, newsletters, conferences, book sacks, etc.
- *Costs*: Depend on the chosen method of training. Developing book sacks could be a one-time expense that could be used for years. Ongoing parent training could be quite expensive. An advice column in a preexisting newsletter could be quite inexpensive.
- *Outcomes*: Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998).

Support services:

- *Definition*: Providing support services to parents.
- *Description*: This assistance may include transportation, custodial childcare, translators, home visits, and referrals (e.g., services for battered women).
- *Costs*: Can be high for services such as childcare but low for services such as referrals.
- *Outcomes*: NA.
- *Example(s):* Carolina Abecedarian (Campbell & Ramey, 1994).

Appendix C

The Early Literacy Intervention Survey

Indiana Education Policy Center, Smith Research Center 170, Indiana University, Bloomington, IN 47408, (812) 855-1240

Early Literacy Intervention Survey

*****Please fill in all bubbles completely using a Number 2 Pencil*****
*****Erase cleanly any mark you wish to change*****
*****Make no stray marks*****

USE NO. 2 PENCIL ONLY

Right Marks	**Wrong Marks**
●●●	⊘⊗⊖⊙

The position(s) of the person(s) completing this survey is (are):

Principal	○	Reading Specialist	○
Assistant Principal	○	Other (please state) ______________	○
Teacher	○	______________	

PART I. Background on Early Primary Reading Programs

1. Please indicate by marking if your school had any of these programs in the following years:

Title of Intervention	School year 2 years prior to current year	School year prior to current year	Current year (School year just ending)
Reading Recovery	○	○	○
Success for All	○	○	○
Literacy Collaborative (formerly Early Literacy Learning Initiative [ELLI])	○	○	○
Full Day Kindergarten	○	○	○
First Steps	○	○	○
Title I (Reading)	○	○	○
Even Start	○	○	○
Accelerated Schools	○	○	○
Four-Block Method	○	○	○
Literacy Groups (Reading Recovery)	○	○	○
Early Success	○	○	○
Other Early Literacy Program (please list) ______________	○	○	○

Special Instructions for Entering Numbers

Question 3 in Part I and all questions in Part IV ask you to write and bubble the actual number of minutes (question 3) or the actual number of students (Part IV).

Question 3 contains three columns of ovals in each response field. You can enter a one-, two-, or three- digit number. If you enter a three-digit number, for example 789, write each digit in one of the boxes at the top of the column and bubble in the corresponding oval in each column.

7	8	9
⓪	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
●	⑦	⑦
⑧	●	⑧
⑨	⑨	●

If you enter a two-digit number, precede your value with a zero. For example, 89 is entered as 089. Bubble in the corresponding ovals in each column.

0	8	9
●	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	●	⑧
⑨	⑨	●

If you enter a one-digit number, place two zeros before your number. For example, 9 is entered as 009. Bubble the corresponding ovals in each column.

Use the same method of recording your responses in Part IV.

0	0	9
●	●	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	●

2. Do you have a school policy regarding the minimum amount of time spent on reading instruction per day?

Yes ○ No ○

If yes, describe your school's policy. ______________________________
____
____
____

3. What is the average amount of time per day spent on reading instruction in your school for the following grade levels?

Grade Level

Time per day (Minutes)

Kindergarten	1st grade	2nd grade	3rd grade
☐☐☐	☐☐☐	☐☐☐	☐☐☐
⓪⓪⓪	⓪⓪⓪	⓪⓪⓪	⓪⓪⓪
①①①	①①①	①①①	①①①
②②②	②②②	②②②	②②②
③③③	③③③	③③③	③③③
④④④	④④④	④④④	④④④
⑤⑤⑤	⑤⑤⑤	⑤⑤⑤	⑤⑤⑤
⑥⑥⑥	⑥⑥⑥	⑥⑥⑥	⑥⑥⑥
⑦⑦⑦	⑦⑦⑦	⑦⑦⑦	⑦⑦⑦
⑧⑧⑧	⑧⑧⑧	⑧⑧⑧	⑧⑧⑧
⑨⑨⑨	⑨⑨⑨	⑨⑨⑨	⑨⑨⑨

PLEASE DO NOT MARK IN THIS AREA

3059

PART II. A. Structural/Organizational Features

Instructions: Please fill in the appropriate bubbles to indicate the extent to which the following features were used as part of the early literacy program in your school during the following years.

Program Feature	Previous Year Extent of Use					Current Year Extent of Use					Description of Feature
	Never	Rarely	Occasionally	Often	Every day	Never	Rarely	Occasionally	Often	Every day	
1. **Ability Grouping**											Students assigned to groups based on ability.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
2. **Basal Readers**											Series of graded readers.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
3. **Child-initiated Learning Centers**											Materials kept in central area, allowing children to choose materials that interest them.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
4. **Independent Reading**											Students read silently from materials they choose.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
5. **One-on-one Tutorial**											Staff provides one-to-one instruction to student.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
6. **"Pullout" Instruction**											Students leave their regular classroom for specialized instruction in another room.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
7. **Small Groups**											Students work together in small groups led by teacher, paraprofessional, or student.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
8. **Systematic, Formative Evaluation**											Students are tested frequently to monitor literacy gains.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
9. **Trade Books**											Uses literature-based books as the basis for reading instruction.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	

B. Classroom Instruction

Program Feature	Previous Year Extent of Use					Current Year Extent of Use					Description of Feature
	Never	Rarely	Occasionally	Often	Every day	Never	Rarely	Occasionally	Often	Every day	
1. **Big Books**											Oversized books students read together in class.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
2. **Cooperative Learning**											Students work in groups toward common and/or individual goals.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
3. **Creative Writing and/or Essays**											Students write stories on their own or with some guidance.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
4. **Drama**											Students stage a written selection, interacting with the text in the process.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
5. **Emergent Spelling**											Students encouraged to write before mastering spelling rules.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
6. **Paired Reading**											Pairs read to each other and are encouraged to help each other.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
7. **Phonics**											Direct, explicit instruction in sound-letter correspondences.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
8. **Reading Aloud**											Teachers read stories and other texts aloud to their students.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
9. **Reading Drills**											Directly instructing students on reading sub-skills, using directly-targeted, repetitive, and analytic exercises.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	
10. **Worksheets/Work books**											Students fill out worksheets as part of the reading program.
Kindergarten	○	○	○	○	○	○	○	○	○	○	
1st Grade	○	○	○	○	○	○	○	○	○	○	
2nd Grade	○	○	○	○	○	○	○	○	○	○	
3rd Grade	○	○	○	○	○	○	○	○	○	○	

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PLEASE DO NOT MARK IN THIS AREA

C. Professional Development

Instructions: Please fill in the appropriate bubbles to indicate whether the following features were used as part of the early literacy program in your school during the following years.

Program Feature	Previous Year Extent of Use				Current Year Extent of Use				Description of Feature
	Kindergarten	1st Grade	2nd Grade	3rd Grade	Kindergarten	1st Grade	2nd Grade	3rd Grade	
1. Certified Training	○	○	○	○	○	○	○	○	Instructors in reading program are *required* to have reading specialist certification or other official affiliation.
2. Certified Specialist	○	○	○	○	○	○	○	○	A certified specialist comes to the school to assist with training of teachers and other participants.
3. In-service Workshops	○	○	○	○	○	○	○	○	Teacher-attended workshop at the school provided by a topical expert.
4. Networking	○	○	○	○	○	○	○	○	Teachers meet with teachers from other schools who are involved in similar literacy approaches.
5. Opportunity for Collaboration	○	○	○	○	○	○	○	○	Teachers have release time for meetings, peer observations, etc.

D. Parent Involvement

Program Feature	Previous Year Extent of Use				Current Year Extent of Use				Description of Feature
	Kindergarten	1st Grade	2nd Grade	3rd Grade	Kindergarten	1st Grade	2nd Grade	3rd Grade	
1. Book Distribution	○	○	○	○	○	○	○	○	Distributes books to households that may have limited reading materials.
2. Family Literacy	○	○	○	○	○	○	○	○	Literacy instruction provided to parents.
3. Paired Reading	○	○	○	○	○	○	○	○	Parents help children with reading.
4. Parent Conferences	○	○	○	○	○	○	○	○	Teachers meet with parents to discuss student progress.
5. Parent Volunteers	○	○	○	○	○	○	○	○	Parents volunteer their time to help directly in instruction.

3059 PLEASE DO NOT MARK IN THIS AREA

PART III. Implemented Philosophy

Please indicate on the following scale (See Example) the beliefs that best reflect your school's philosophy towards early literacy instruction for each year, K–3.

Example: The following would indicate a slightly higher emphasis on teacher directed instruction, compared to student directed instruction.

Teacher Directed ← ○ ● ○ ○ ○ → **Student Directed**

Teacher Directed ←→ **Student Directed**

Teacher actively engaged in direct instruction with students, providing information, selecting topics and materials, as well as setting the pace of instruction, student response and practice.

K	← ○ ○ ○ ○ ○ →
1st	← ○ ○ ○ ○ ○ →
2nd	← ○ ○ ○ ○ ○ →
3rd	← ○ ○ ○ ○ ○ →

Students encouraged to take charge of their own education, to choose from a variety of literacy activities and/or materials, work independently or with peers to create their own interpretations and discover general rules.

Child Centered/ Developmental ←→ **Prescribed/Systematic**

Curriculum content and pace are determined by the individual child's developmental level and needs, including the child's concepts of grammar and linguistics.

K	← ○ ○ ○ ○ ○ →
1st	← ○ ○ ○ ○ ○ →
2nd	← ○ ○ ○ ○ ○ →
3rd	← ○ ○ ○ ○ ○ →

Curriculum content and pace is pre-determined and based on child's age and/or grade level.

Code/Phoneme Emphasized ←→ **Meaning/Comprehension Emphasized**

Reading instruction focuses primarily on decoding individual word sounds (phonemes) and learning phonological rules.

K	← ○ ○ ○ ○ ○ →
1st	← ○ ○ ○ ○ ○ →
2nd	← ○ ○ ○ ○ ○ →
3rd	← ○ ○ ○ ○ ○ →

Reading instruction focuses primarily on gaining meaning from text rather than on decoding individual sounds (phonemes) and learning phonological rules.

Code/Phonemes Most Effectively Taught *Outside of* Context ←→ **Code/Phonemes Most Effectively Taught *Within* Context**

Decoding of individual word sounds (phonemes) and phonological rules are best learned when words are isolated from text (such as sentences or paragraphs).

K	← ○ ○ ○ ○ ○ →
1st	← ○ ○ ○ ○ ○ →
2nd	← ○ ○ ○ ○ ○ →
3rd	← ○ ○ ○ ○ ○ →

Decoding of individual word sounds (phonemes) and phonological rules are best learned when words are presented within meaningful text (such as sentences or paragraphs).

PART IV. **School Information**

Instructions: Please provide the following information about your school for the following years.

1. Using the year-date table below, please indicate the enrollment on the appropriate dates in your school for each of the grade levels. [Each date indicated is a day on which numbers were collected for average daily membership. However, some schools' actual enrollment may differ from the count of average daily membership.]

Year	Date
1996	9/13
1997	9/12
1998	9/18
1999	9/17
2000	9/15
2001	9/14
2002	9/13
2003	9/12

2 Years Prior

Kindergarten	1st grade	2nd grade	3rd grade
☐☐☐	☐☐☐	☐☐☐	☐☐☐
⓪⓪⓪	⓪⓪⓪	⓪⓪⓪	⓪⓪⓪
①①①	①①①	①①①	①①①
②②②	②②②	②②②	②②②
③③③	③③③	③③③	③③③
④④④	④④④	④④④	④④④
⑤⑤⑤	⑤⑤⑤	⑤⑤⑤	⑤⑤⑤
⑥⑥⑥	⑥⑥⑥	⑥⑥⑥	⑥⑥⑥
⑦⑦⑦	⑦⑦⑦	⑦⑦⑦	⑦⑦⑦
⑧⑧⑧	⑧⑧⑧	⑧⑧⑧	⑧⑧⑧
⑨⑨⑨	⑨⑨⑨	⑨⑨⑨	⑨⑨⑨

Prior Year

Kindergarten	1st grade	2nd grade	3rd grade
☐☐☐	☐☐☐	☐☐☐	☐☐☐
⓪⓪⓪	⓪⓪⓪	⓪⓪⓪	⓪⓪⓪
①①①	①①①	①①①	①①①
②②②	②②②	②②②	②②②
③③③	③③③	③③③	③③③
④④④	④④④	④④④	④④④
⑤⑤⑤	⑤⑤⑤	⑤⑤⑤	⑤⑤⑤
⑥⑥⑥	⑥⑥⑥	⑥⑥⑥	⑥⑥⑥
⑦⑦⑦	⑦⑦⑦	⑦⑦⑦	⑦⑦⑦
⑧⑧⑧	⑧⑧⑧	⑧⑧⑧	⑧⑧⑧
⑨⑨⑨	⑨⑨⑨	⑨⑨⑨	⑨⑨⑨

Current Year

Kindergarten	1st grade	2nd grade	3rd grade
☐☐☐	☐☐☐	☐☐☐	☐☐☐
⓪⓪⓪	⓪⓪⓪	⓪⓪⓪	⓪⓪⓪
①①①	①①①	①①①	①①①
②②②	②②②	②②②	②②②
③③③	③③③	③③③	③③③
④④④	④④④	④④④	④④④
⑤⑤⑤	⑤⑤⑤	⑤⑤⑤	⑤⑤⑤
⑥⑥⑥	⑥⑥⑥	⑥⑥⑥	⑥⑥⑥
⑦⑦⑦	⑦⑦⑦	⑦⑦⑦	⑦⑦⑦
⑧⑧⑧	⑧⑧⑧	⑧⑧⑧	⑧⑧⑧
⑨⑨⑨	⑨⑨⑨	⑨⑨⑨	⑨⑨⑨

2. Please indicate the number of classrooms in the school for each of the grade levels in the school years listed below.

2 Years Prior

Kindergarten	1st grade	2nd grade	3rd grade
☐☐	☐☐	☐☐	☐☐
⓪⓪	⓪⓪	⓪⓪	⓪⓪
①①	①①	①①	①①
②②	②②	②②	②②
③③	③③	③③	③③
④④	④④	④④	④④
⑤⑤	⑤⑤	⑤⑤	⑤⑤
⑥⑥	⑥⑥	⑥⑥	⑥⑥
⑦⑦	⑦⑦	⑦⑦	⑦⑦
⑧⑧	⑧⑧	⑧⑧	⑧⑧
⑨⑨	⑨⑨	⑨⑨	⑨⑨

Prior Year

Kindergarten	1st grade	2nd grade	3rd grade
☐☐	☐☐	☐☐	☐☐
⓪⓪	⓪⓪	⓪⓪	⓪⓪
①①	①①	①①	①①
②②	②②	②②	②②
③③	③③	③③	③③
④④	④④	④④	④④
⑤⑤	⑤⑤	⑤⑤	⑤⑤
⑥⑥	⑥⑥	⑥⑥	⑥⑥
⑦⑦	⑦⑦	⑦⑦	⑦⑦
⑧⑧	⑧⑧	⑧⑧	⑧⑧
⑨⑨	⑨⑨	⑨⑨	⑨⑨

Current Year

Kindergarten	1st grade	2nd grade	3rd grade
☐☐	☐☐	☐☐	☐☐
⓪⓪	⓪⓪	⓪⓪	⓪⓪
①①	①①	①①	①①
②②	②②	②②	②②
③③	③③	③③	③③
④④	④④	④④	④④
⑤⑤	⑤⑤	⑤⑤	⑤⑤
⑥⑥	⑥⑥	⑥⑥	⑥⑥
⑦⑦	⑦⑦	⑦⑦	⑦⑦
⑧⑧	⑧⑧	⑧⑧	⑧⑧
⑨⑨	⑨⑨	⑨⑨	⑨⑨

3. List the number of each of the following:

Total number of referrals for special education assessment:

K			1st – 3rd		
2 Years Prior	Prior Year	Current Year	2 Years Prior	Prior Year	Current Year
☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪
①①	①①	①①	①①	①①	①①
②②	②②	②②	②②	②②	②②
③③	③③	③③	③③	③③	③③
④④	④④	④④	④④	④④	④④
⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤
⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥
⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦
⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧
⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨

Total number of grade retentions:

K			1st – 3rd		
2 Years Prior	Prior Year	Current Year	2 Years Prior	Prior Year	Current Year
☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪
①①	①①	①①	①①	①①	①①
②②	②②	②②	②②	②②	②②
③③	③③	③③	③③	③③	③③
④④	④④	④④	④④	④④	④④
⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤
⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥
⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦
⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧
⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨

Total number of kindergarten students referred for developmental or transitional 1st grade or transitional kindergarten:

2 Years Prior	Prior Year	Current Year	2 Years Prior	Prior Year	Current Year
☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪
①①	①①	①①	①①	①①	①①
②②	②②	②②	②②	②②	②②
③③	③③	③③	③③	③③	③③
④④	④④	④④	④④	④④	④④
⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤
⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥
⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦
⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧
⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨

4. If your school had Reading Recovery in any of these school years, please indicate the number of students receiving Reading Recovery lessons, the number completing the program, and the number still enrolled in the school.

2 Years Prior	Prior Year	Current Year
a. Had Reading Recovery	a. Had Reading Recovery	a. Had Reading Recovery
☐☐	☐☐	☐☐
⓪⓪	⓪⓪	⓪⓪
①①	①①	①①
②②	②②	②②
③③	③③	③③
④④	④④	④④
⑤⑤	⑤⑤	⑤⑤
⑥⑥	⑥⑥	⑥⑥
⑦⑦	⑦⑦	⑦⑦
⑧⑧	⑧⑧	⑧⑧
⑨⑨	⑨⑨	⑨⑨

4. (Continued)

2 Years Prior	Prior Year	Current Year
b. Number of students who received at least one lesson ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	b. Number of students who received at least one lesson ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	b. Number of students who received at least one lesson ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
c. Number of students completing Reading Recovery lessons ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	c. Number of students completing Reading Recovery lessons ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	c. Number of students completing Reading Recovery lessons ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
d. Number of completers still enrolled in the school ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	d. Number of completers still enrolled in the school ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	d. Number of completers still enrolled in the school ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
e. Number of completers who were retained in first grade ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	e. Number of completers who were retained in first grade ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	e. Number of completers who were retained in first grade ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
f. Number of completers who were referred for special education assessment ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	f. Number of completers who were referred for special education assessment ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	f. Number of completers who were referred for special education assessment ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨

Thank you again for taking the time to complete our questionnaire!

3059

PLEASE DO NOT MARK IN THIS AREA

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Early Literacy Intervention Survey

IMPORTANT ADDENDUM

According to our records, your school received a grant through the Early Literacy Intervention Grant Program for the **1999-2000** School Year. Please assist us in verifying this information by completing the following:

School Name _«SNAME»

Corporation _«NAME»____________________

Early Literacy Grant Program Information

Title of Program ________________________________

Number of Teachers trained for program **(1999-2000)** __________

Number of Students served by program **(1999-2000)**:

	Number of Students Served by Grant Program **1999-2000**
Pre-Kindergarten	
Kindergarten	
1st Grade	
2nd Grade	
3rd Grade	

Please Return this Form with the Survey. Thank you !

«CORPSCHL» «SurveyN»